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Guides

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#### ABSTRACT

Presented in these 12 teacher's guides for grades 1-12 are lesson plans and ideas for integrating social studies and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract. (BL)

	Project I - C - E INSTRUCTION - CURRI	ICULUM - ENVIRONME
	A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUC  DISCIPLINE AREA Social Studies GRADE	
759 702 ERIC 23	Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay; Wisconsin 54301 (414) 432-4338	Robert War Robert Kel George How

INSTRUCTION - CURRICULUM - ENVIRONMENT

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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ARY PROGRAM FOR ENVIRONMENTAL EDUCATION

REA <u>Social Studies</u> GRADE 1

r Title III E.S.E.A.

ls, in CESA!s 3-8-9.

eet sconsin∉ 54301 Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist



#### PREFACE

If you wish to excite students about their environment, help is r of over a hundred teachers, year long meetings, a summer workshop, ecologists, this guide means realistic, developed aid for you. Ple which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are desig

ces--to plug into existing, logical course content. Each page or episode offers suggestions. Since you Since you know your st to adapt, adopt, or use. By design, the range of suggestions is mentation and usage are even wider. Many episodes are self-cont others can be changed in part or developed more keenly over a fe

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning exp The reasons are simple. No guide has all the answers and unless viewed in the context of your classroom situation. Thus, give it a triple reading, check over the resources listed, make prime your students, and seek help. The Project personnel and t knowledgement page stand ready to aid your efforts. Feel free to

The Project Resource Materials Center serves all CESA 3, 8, and private. We will send available materials pre-paid. Call for a

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library : Center materials. Please offer suggestions, comments, or advice-

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch ic suggestions on the episode pages or use the attached evaluation lected in late May next year and will be used in our revisions. reactions and suggestions -- negative and positive. Please note the in the episodes may refer to specific, local community resources cases, individual school districts and teachers will have to adopted stitutes. A list of terms pertinent to the episodes is below.

Ecologists and other experts have simplified the issue--survival-Creation's beauty and complexity -- often noted as the work of a ge and human energy to save. A year's work by a hundred of your fel gesture. Without you, their work will crumble, and so might we a

let us live to think, feel, and act in harmony with our world.

1. Cognitive means a measurable mental skill, ability, or process

2. Affective refers to student attitudes, values, and feelings. 3. APWI means Acceptable Performance Will Include (labels a cogni

4. EPA - Environmental Problem Area



#### PREFACE

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and other experts have simplified the issue--survival--yours, mine, our students, beauty and complexity--often noted as the work of a genius--will take our genius nergy to save. A year's work by a hundred of your fellow teachers is a saving thout you, their work will crumble, and so might we all--literally. Instead,

to think, feel, and act in harmony with our world.

means a measurable mental skill, ability, or process based on factual data. refers to student attitudes, values, and feelings.

s Acceptable Performance Will Include (labels a cognitive or mental performance.)

ironmental Problem Area



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Robert Cook, UWGB Dennis Bryan, UWGB

C 1. Energy from the sun, the basic source N of all energy, is converted through Discipline Area E plant photosynthesis into a form all Subject T living things can use for life pro-Problem Orientation cesses. BEHAVIORAL OBJECTIVES SUGGESTED LEARN Student-Centered in class Cognitive: He accepts the concept that the sun is activity necessary for living 1. Divide class into 2 groups things. Plants are the (A & B). One group will do basic source of food for one of each to its plant all animal life & sun is & several in the group the basic source of life will do all the suggesfor the plants. Through tions as: growing plants with & Al- Use poor soil, water without sun we will see and sunlight. & tell its effects on A2- No water, good soil, the plants. & sunlight Affective: Everyone A3- No water, good soil, plants the same seeds no sunlight. & does or does not use: A4- Poor soil, no water, sun, water & either poor no sunlight. or rich soil. Tell (orally) B1- Good soil, no water all the comparisons that & no sun. took place. B2- Water, no sun, & poor soil Skills to be Learned B3- Sun, poor soil, no Seeing changes & drawwater ing conclusions. B4- Good soil, water & Expressing verbally sunlight. what he sees happen. 2. Compare results. Interpreting what he sees 3. Draw results out on through drawing. paper in scroll story so they can unroll it & tell the full story. Short sentence under each picture written by teacher.

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Problem Orientation Energy Use Grade

SUGGESTED LEARNING EXPERIENCES

cesses.

Student-Centered in class activity 1. Divide class into 2 groups

(A & B). One group will do one of each to its plant & several in the group will do all the suggestions as:

Al- Use poor soil, water and sunlight.

A2- No water, good soil. & sunlight

A3- No water, good soil. no sunlight.

A4- Poor soil, no water. no sunlight.

Bl- Good soil, no water & no sun.

B2- Water, no sun, & poor soil

B3- Sun, poor soil, no water

B4- Good soil, water & sunlight.

2. Compare results.

3. Draw results out on paper in scroll story so they can unroll it & tell the full story. Short sentence under each picture written by teacher.

Outside Resource and II. Community Activities

1. Take plants from experion left to another classroom & relate results. Someone can unwind the scroll story during this time.

Resource and Reference Materials

Continued and Additional Sugges

#### Publications:

Books:

Families & Their Needs, Silver Burdett Co., text & teachers manual, pp. 46-7.

Plants (A preface to study of plants) by Leslie Waller - Grossett & Dunlap

How Does A Garden Grow? by Ann Towson Brown. Good to read as intro. to the lesson.

The Wonderlands of Plants by Terry Shannon

The True Library Science; edited by Margaret Frishey, Vol. 9. Very good for small children to look at.

The True Book of Plant Experiments by Illa Podendorf

The True Book of Plants We Know by Irene Miner.

### Audio-Visual:

# Community:

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e Materials	Continued and Additional	Suggested Learning Experiences
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	C 2. All living organisms interact among				
	O N <u>themselves and their environ</u> C	Discipline			
	E forming an intricate unit	called an_	Subject		
	${ m T}$ ecosystem.		Problem Or		
	BEHAVIORAL OBJECTIVES		SUGGES		
Ì	Cognitive: We will learn	I. Student-	Centered in		
[	how to vote by voting. List	activity			
E)	how our interaction helps		luce with pa		
田一	us with our party.	)	.04 & 105 of		
D-I	Affective: They will accept		Needs by P		
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ect	Skills to be Learned	•	for Chairm		
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Proj	booth		, as at Chri		
124	Learning to work in groups		(Little ch		
			parties)		
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ving organisms interact among

Discipline A: a Social Studies es and their environment, Subject Social Studies an intricate unit called an Problem Orientation Ecosystem Grade 1 SUGGESTED LEARNING EXPERIENCES IORAL OBJECTIVES We will learn I. Student-Centered in class II. Outside Resource and e by voting. List activity Community Activities teraction helps A. Introduce with pages 98 & 99, 104 & 105 of Families r party. They will accept & Their Needs by Burdett. s of voting. Discuss these and make a voting booth from boxes. e Learned B. Voting for Chairmen ion of a voting 1. Use when planning a party as at Christmas to work in groups time. (Little children like parties) 2. On blackboard, put down committees such as: a. Decorations b. Food c. Games 3. Children volunteer for a committee as the Chairman. Put names on the board. 4. Volunteers out their name on a paper & tell why they think the others should vote for him. 5. Do each committee separate. 6. Children then vote, ballots counted & winners announced. 7. Conclusion: After the party, discuss

usefullness of the (cont.)

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Resource	and	Reference	Materials
Publication	ıs:		

Continued and Additional Sugges

I. (cont.)
 committees & chairmen. List
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Audio-Visual:
Campaign posters - Old & New
Hung about

#### Community:

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Continued and Additional Suggested Learning Experiences.

I. (cont.)

committees & chairmen. List how we interacted in our room & discuss its usefullness.

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SUGGESTE

Discipline A

Subject

I. Student-Centered in activityA. School activity

l. Each group will slips of paper t represent:

a. Blue paper 2x sents 1 person much land is n sustain 1 pers

b. Yellow paper represents 1 h How much land to build a she

c. Green paper 6 needed for will to live. How m must be left f life, etc.?

2. The teacher will more of one diff paper that represent the large amount of land a Another example: piece of white prepresent the large of blue parchild should ask

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Discipline Area

Social Studies

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Subject

Ways of Survival

Carrying

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activity.

Problem Orientation Capacity

Grade l

J OBJECTIVES cough (class I parison of & land use, ll show if l the 'ying

children e through hey have alization apacity is.

arned t they want of ideas

SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class

- A. School activity
  - 1. Each group will get slips of paper that represent:
    - a. Blue paper 2x3 represents 1 person. How much land is needed to sustain 1 person?
    - b. Yellow paper 4x4 represents 1 house. How much land is needed to build a shelter?
    - c. Green paper 6x6-land needed for wild animals to live. How much land must be left for wild. life, etc.?
  - 2. The teacher will give more of one different size paper that represents the land area & hope that the children will come to various conclusions as: Too many people for the amount of land available. Another example: Give a 5x5 piece of white paper to represent the land area & 8 slips of blue paper. The child should ask or say: (cont.)

- Il. Outside Resource and Community Activities
  - A. Take a trip to a park or barren plot
    - 1. Have class sit down & pretend they are people of Stone Age. Motivating questions:
      - a. How will we survive?
      - b. What do we do for work? Why do we do that particular type of work & I this type? (Specialization)
      - c. What happens when we eat all the nuts, berries, & kill all the game here? (We move) Our lives depends upon what we find in our environment & how much.
      - d. Have children act out (pantomine) roles & the others guess what they are doing.
      - e. What happens when our families grow?
      - f. Where would we build shelters?
    - g. p. 39 Families & Their Needs, (cont.)

Resource and Reference Materials

Publications:

Families & Their Needs, Silver
Burdett Co., text & teachers
manual, pp. 36-45

Continued and Additional Sug

I. (cont.)

I need more land or I hav

II. (cont.)

(Man became aware of plan our making shelters?

h. Why would we stop buildi

音音 化美国电影 医动物虫

## Audio-Visual:

Community:

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Continued and Additional Suggested Learning Experiences

I. (cont.)

I need more land or I have too many people.

II. (cont.)
 (Man became aware of planting seeds) How did that affect
 our making shelters?
 h. Why would we stop building homes?

C	4. An acequate supply of pure	
	water is essential for life.	Discipline Are
C E		Subject
P T		Problem Orient

#### BEHAVIORAL OBJECTIVES

Cognitive: Through a field trip to the chilren's town water supply & writing a letter, child will show if he has come to realize why we need pure water. Draw 2 pictures: source of their water & scurce of water from their letter writing friend.

Affective: The children will participate in a group discussion in which they tell what types of water they would like to swim in, drink or fish.

Skills to be Learned
Letter writing
Oral answering
Making a collection

#### SUGGESTED

- I. Student-Centered in cla activity
  - A. Classroom
    - 1. Introduction: A quality where does the water drink come from? (Estorming) Accept all and write them down can ask their parent.
    - Collect water in l jars. Get from vari sources & let them see the sediment.
    - 3. Pick a place on a write to a first gr In the letter tell: have done; why; our Ask: How their commits water; Why they water is important.
    - 4. Conclusion: For fu draw a picutre show use of pure water.
    - 5. Class would contri above mentioned let writes it on board in the order best s also suggest commer write it on large p each child would pr two words. Teacher short note explaini

supply of p	ure		
tial for lif	e. Discipline	Area <u>Social Stu</u>	dies
	Subject	Social Stu	dies
	Problem Or:	ientation <u>Water</u>	Supply Grade 1
OBJECTIVES	SUGGES!	TED LEARNING EXP	ERIENCES
ugh a field	I. Student-Centered in		II. Outside Resource and
ren's town	activity		Community Activities
riting a	A. Classroom		A. Outside activity
ll show if	1. Introduction: A	A question:	1. Take children on
ealize why	Where does the v		planned trip to
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of their	storming) Accept	*	of water supply
f water	and write them		from their town.
r writing	can ask their pa	On return to the	
	2. Collect water	the state of the s	school, teacher
children	jars. Get from v		writes down why
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hey would	write to a first	그 그 그 사람들은 그를 하는 것 같아.	water.
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W	have done; why;		
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	보이는 사람이 되는 사람들 사람이 아니라면서 살아왔다면 사람들이 되었다면 하다면 되었다면 하다.	letter. Teacher	
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	write it on larg		
	each child would	- 1	
	two words. Teach		
	short note expla	The state of the s	
		- 1. 1 [4] ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (	

# Continued and Additional Suggest Resource and Reference Materials Publications: Pamphlet-Needed:Clean Water Wisconsin Dept. of Natural Resources, P.O. Box 450, Madison, Wis. 53701 Audio-Visual: Filmstrip: Water Pollution 614.7 Green Bay Public Library Film: Your Friend, The Water (6 min.) EBF Community: Dirition grade le er ska der et de il kveiri den dinastra di debut ant an Manteria A LICE PROPERTY OF ALL OF A

Materials	Continued and Additi	onal Su	ggested	Learning	Experiences	S
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depend on oxygen through respiration,

T to release the energy in their food. Problem Ori

BEHAVIORAL OBJECTIVES

SUGGEST

Discipline

Subject

Cognitive: A brief explanation of what air pollution is will be easily understood by students. Causes of air pollution could be presented. Often air pollution is a byproduct of some good activity. Then see if students can come up ways that they can lessen air pollution. What efforts are being made to prevent air pollution. Affective: The "reason Affective: for doing" is to make enthusiastic children who will know and tell others what air pollution is & why we don't want it in our environment.

エーピー田

Project

59-70-0135-1

III

Title

ESEA

Skills to be Learned
Role-playing
Explaining & converting
others to a good idea
Experiment and think
Tie in with lungs and
breathing for health

I. Student-Centered in activity

1. Teacher buys or ma surgical masks for o to use for 1/2 day interest and dramati bad situation of liv an air-polluted envi

- 2. Place on the flank a cut-out of the ear ing the air around i be drawn on newsprin colored chalk. Discu air around the earth
  - a. When can we feel b. How does it feel in summer & winter?
  - c. What's in the air
    us?
- d. What else is in t3. Experiment of wet on board.
- 4. Hold metal spoon o candles. Observe car Whats going into the (smoke, chalk dust, How many vehicles in town? Find out.
- 5. Make rough drawing tory. How does it lo smell?

(Cont.

adequate supply of clean air is

ial because most organisms

Discipline Area

Social Studies

l on oxygen through respiration,

Subject

Social Studies

ease the energy in their food.

Problem Orientation Clean Air Grade 1

SUGGESTED LEARNING EXPERIENCES

AVIORAL OBJECTIVES e: A brief explaf what air pols will be easily od by students. f air pollution presented. Often ution is a byof some good actien see if students up ways that they en air pollution. orts are being made nt air pollution. e: The "reason

g" is to make stic children know and tell hat air pollution we don't want it nvironment.

o be Learned aying ing & converting o a good idea ent and think with lungs and g for health

#### Student-Centered in class activity

- 1. Teacher buys or makes surgical masks for children to use for 1/2 day - to catch interest and dramatize the bad situation of living in an air-polluted environment.
- 2. Place on the flannel board a cut-out of the earth showing the air around it. (May be drawn on newsprint with colored chalk. Discuss the air around the earth.
  - a. When can we feel it?
  - b. How does it feel different in summer & winter?
  - c. What's in the air around us?
- d. What else is in the air?
- 3. Experiment of wet sponge on board.
- 4. Hold metal spoon over candles. Observe carbon. Whats going into the air? (smoke, chalk dust, fumes) How many vehicles in your town? Find out.
- 5. Make rough drawing of factory. How does it look & smell?

(Cont.)

III. Outside Resource and Community Activities

Resource and Reference Materials

Publications:

Books:

People and Their Environment -Teacher's Curriculum Guide to Conservation Education, Grades

1, 2, 3.

Let's Find Out What is in The Sky, read to class.

Audio-Visual:

Films:

Air Is All Around Us Air and What It Does

Community:

factory construction children should visit and have a simple explanation made

# Continued and Additional Sugg

- I. (Cont.)
  - 6. Why do we not want our
  - 7. Why is it not good for
  - 8. What can be done?

Materials

nment -

uide to , Grades

in The Sky,

Continued and Additional Suggested Learning Experiences

I. (Cont.)

6. Why do we not want our air to be polluted?7. Why is it not good for us?8. What can be done?

6. Natural resources are not equally

N distributed over the earth or over

Discipline Area

E time and greatly affect the geographic

Subject

T conditions and quality of life.

Problem Orientat

BEHAVIORAL OBJECTIVES

Cognitive: Construct or illustrate a village of long ago including the natural resources of wood, trees, cabins, animal skins, etc. Affective: Each child will

select an area or place where he feels he & his family could really go for fun. Then he will give. reasons why he picked it.

Skills to be Learned Make a relief map Discussion Cause-effect thinking

SUGGESTED LE Student-Centered in clas activity

- 1. Talk about what people for fun & where they go t have fun.
- 2. How does a city become city? (People chopped dow trees and built log cabin more people came, inventions changed us & our land.
- 3. Compare free time activities of long ago to free time activities today.

## resources are not equally

over the earth or over

Discipline Area

Social Studies

eatly affect the geographic

Subject

Social Studies

and quality of life.

Problem Orientation Resource Usage Grade

1

# AL OBJECTIVES onstruct or village of uding the rces of cabins, etc. ach child will a or place s he & his really go for will give

learned f map

e picked it.

thinking

- SUGGESTED LEARNING EXPERIENCES

  I. Student-Centered in class II. Outside Reactivity

  Community
  - 1. Talk about what people do for fun & where they go to have fun.
  - 2. How does a city become a city? (People chopped down trees and built log cabins, more people came, inventions changed us & our land.
  - 3. Compare free time activities of long ago to free time activities today.

II. Outside Resource and Community Activities

1. Invite old residents to give short talk or to answer questions about the "Old days."

Resource and Reference Materials Publications:

Continued and Additional Suggested

Audio-Visual:

Community:
State Historical Society for information on local areas.



Continued and Additional Suggested Learning Experiences

rials

C 7. Factors such as facilitating transportation,
O 
N economic conditions, population growth, Discipline
C 
and increased leisure time have a great Subject
P 
T influence on changes in land use and Problem Or centers of population density.

BEHAVIORAL OBJECTIVES SUGGES

I. Student-Centered in activity
A. Classroom
1. Read the book,

l. Read the book, Little House by Burton to the c

2. Show pictures homes long ago. the use of differents of the hor can draw a picturely old house.

3. Pupils can bring of their homes that the things that now which were the old homes.

4. Compare the 2 homes, especial many convenience help give more time. Let pupils out reasons for in homes. Discus yards around homes.

5. Bring pictures remodeled homes

6. Make a bulleting comparing the 2 & now. Pupils can bring in example or bring in example.

Cognitive: By comparing a home then & now, the pupils will be able to tell the difference in each home. The pupils will also draw a picture showing the 2 homes. Affective: The children will volunteer to bring articles (food, clothing, etc.) which used to be made in the home but are now bought at the store. An exhibit could be set up showing these with other pictures of the early days. The teacher should observe the children's interest during the exhibit.

Skills to be Learned

Discussion
Comparing
Drawing
Building a bulletin board

such as facilitating transportation,

conditions, population growth, Discipline Area Social Studies

ased leisure time have a great Subject

Social Studies

SUGGESTED LEAFNING EXPERIENCES

on changes in land use and

Problem Orientation Land Use

Grade

Grade 1

population density.

OKAL OBJECTIVES

By comparing a now, the pupils to tell the in each home.

Will also draw a

vill also draw a ving the 2 homes. The children eer to bring bod, clothing,

used to be made but are now he store. An

d be set up

the early eacher should

children's

Learned

bulletin board

- I. Student-Centered in class activity
  - A. Classroom
    - 1. Read the book, The Little House by Virginia Burton to the class.
    - 2. Show pictures & items of homes long ago. Discuss the use of different parts of the home. Pupils can draw a picture of an old house.
    - 3. Pupils can bring pictures of their homes & discuss the things that we have now which were not in the old homes.
    - 4. Compare the 2 types of homes, especially the many conveniences that help give more leisure time. Let pupils bring out reasons for changes in homes. Discuss the yards around homes too.
    - 5. Bring pictures of remodeled homes then & now.
    - 6. Make a bulletin board comparing the 2 homes then & now. Pupils can draw them or bring in examples.

- II. Outside Resource and Community Activities
  - A. Outside classroom
    - 1. Visit museum or a historical house to see how life was long ago.
    - 2. Visit a mcdel home.
    - 3. Invite a senior citizen of the community to tell about life when he was a child.

Resource and Reference Materials
Publications:
The Little House, Virginia Burton

Continued and Additional Sugges

Audio-Visual:

Homes A ound the World, United
World Film

Community:

Museum or historical home
Senior citizen of community

rials Continued and Additional Suggested Learning Experiences

C 6. Cultural, economic, 50  N political factors determic  E of man's values and attit  P T toward his environment.  BEHAVIORAL OBJECTIVES	ine status tudes	Discipline Subject Problem Or
Cognitive: By making a list of differences, the pupil will show the differences of cultural, economic, & social factors between Mexico and U. S. Also by planning a fiesta the children will find & show the differences.  Affective: The children will realize that life in other parts of the world may be different.  Skills to be Learned Listing Discussion Reporting Planning a party Dramatizing Collecting pictures	I. Stuactive 1. Diservative 1. Diservative 1. East 1.	scuss Mexico by , posters, film s. ch pupil look for sof Mexico & property process telling is a suitable process tell to a suitable process tell what the process tell was a suitable process tell what the process tell was a suitable process tell what the process tell was a suitable process tell what the process tell was a suitable process tell what the process tell was a suitable pr

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Project I.-C-E

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ESEA Title III

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ctors determine status

Discipline Area Social Studies

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Subject

Social Studies

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and U. S.

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ill find &

children

the world

nat life in

ences.

Ltural, eco-

Problem Orientation Attitudes

SUGCESTED LEARNING EXPERIENCES

Grade 1

#### J OBJECTIVES making a

Student-Centered in class activity

1. Discuss Mexico by use of maps, posters, films, and texts:

- 2. Each pupil look for pictures of Mexico & present before class telling why the land is a suitable place to live, also tell what kind of family would live on the land.
- 3. Plan a fiesta divide class into groups to plan parts of the fiesta. Try to make it as authentic as possible.
- 4. Dramatize the life of a Mexican family that lives on a farm or people selling & buying in an open market. 5. Develop a display of Mexican products.

II. Outside Resource and Community Activities

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Resource and Reference Materials

Continued and Additional Suggested L

Publications:

Fun With Spanish by Lee Cooper, Little, Brown, 1960.

Nine Day to Christmas by Marie Hall Ets, Viking, 1959

A Book to Begin on the Indians of of Mexico by Margaret Farquhar, Holt - 1967

Investigating Man's World - Family Studies by Scott, Foresman, 1970

#### Audio-Visual:

Films:

Mexican Children, EBF Mexican Folk Songs, Phonodisc, record.

travel posters

#### Community:

person who has been to Mexico person or teacher who speaks Spanish ials Continued and Addition,
e Hall

Continued and Additional Suggested Learning Experiences

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19

	C 9. Man has the ability to m	anage,
	O N manipulate, and change his	Discipline Area
	C E environment.	Subject
	P T	Problem Orient
		SUGGESTED
-	BEHAVIORAL OBJECTIVES	I. Student-Centered in cla
I - 59-70-0135-1 Project I-C-E	Cognitive: From discussion & explanation & coloring, students will demonstrate that there are many things they can do to make the classroom a better place to be.  Affective: Students will form groups in charge of improving different parts of the classroom & will bring things from home. (Plants, animals, small rugs)  Skills to be Learned Discussion Drawing Coloring	activity A. Take a look at the claroom.  1. What is the best the about it? 2. What is the worst to about it? 3. After listening to discuss what the stucent do to improve the can do to improve the can do to improve the classroom. (Lighting ness, plants, floor aquarium, rearranger

ESEA Title

the ability to manage, , and change his Discipline Area Social Studies Subject Social Studies Problem Orientation BeautificationGrade RAL OBJECTIVES SUGGESTED LEARNING EXPERIENCES From discussion I. Student-Centered in class II. Outside Resource and n & coloring, activity Community Activities l demonstrate A. Take a lock at the class A. Have children look around re many things room. · their homes for things to to make the 1. What is the best thing bring to class to beautify better place about it? their classroom 2. What is the worst thing

3. After listening to answers,

can do to improve the room.

classroom. (Lighting, neatness, plants, floor rugs,

discuss what the students

4. Have students draw & color

a picture of the ideal

aquarium, rearrangement)

about it?

Learned

Students will

in charge of

fferent parts

room & will

from home.

mals, small

20

Resource and Reference Materials Publications:

Continued and Additional Sugge

Audio-Visual:

Community:

Materials

Continued and Additional Suggested Learning Experiences



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<u>C</u>	<u>9. Ma</u>	n has	the	ability	to	manage,	 <del>≌:≤</del>	
N O	manir	ulate	, and	d change	his	S	 Discipli	lne i
C E	envir						Subject	
P T		<del></del>					Problem	Ori

#### BEHAVIORAL OBJECTIVES

Cognitive: The children will show how man does change his environment by the making of the tulletin board & observe changes.

Affective: The children will accept the fact that man does change his environment.

# Skills to be Learned Observing Obtaining pictures Making bulletin board

I. Student-Centered in activity

A. Classroom

1. Introduce Natural Resources, p. 19 in Teachers' Cura Guide to Conserva Education.

SUGGEST

2. Divide the bulle board into 3 part labeled at the to Land as it grew land man changed good of men; land used badly. The are to make a cola a bulletin board pictures from magand newspapers, they have obtained brought to class

the ability to manage, Discipline Area Social Studies e, and change his nt, Subject Social Studies Problem Orientation Resource Usage Grade 1 DRAL OBJECTIVES SUGGESTED LEARNING EXPERIENCES The children I. Student-Centered in class II. Outside Resource and activity ow man does Community Activities environment A. Classroom ng of the 1. Introduce Natural ard & observe Resources, p. 19 & 20 in Teachers' Curriculum The children Guide to Conservation the fact that Education. ange his environ-2. Divide the bulletin board into 3 parts & labeled at the top: E Learned Land as it grew (natural); land man changed for the pictures good of men; land man letin board used badly. The children are to make a collage on a bulletin board using pictures from magazines and newspapers, which they have obtained and brought to class.

22

Resource and Reference Materials

Continued and Additional Suggest

Publications:

Teachers' Curriculum Guide to Conservation Education

Audio-Visual:

For information about oil, write: Education Division American Petroleum Institute, 1272 Ave. of the Americas, New York, N.Y. 10020

Community:

Materials

Continued and Additional Suggested Learning Experiences

ide to

il, write: rican 272 Ave. ork, N.Y.

#### PROJECT I-C-E

Episode Evaluation For (Reproduce or duplicate as r

In commenting on each episode used in your class, you may format. Please feel free to adapt it and add more pages. Let comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences A. In-Class:
  - B. Cutside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)



#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

n each episode used in your class, you may wish to duplicate this suggested 1 free to adapt it and add more pages. Let us know all your critiques and e and positive.

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Community Activities:

ource & Reference Materials gestions & comments)



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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Social Studies GRADE 2

Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338

Ro Ge INSTRUCTION - CURRICULUM - ENVIRONMENT

FARY PROGRAM FOR ENVIRONMENTAL EDUCATION

AREA Social Studies GRADE 2

ler Title III E.S.E.A. ·E ools in CESA's 3-8-9 :reet Visconsin 54301

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

C - E

If you wish to excite students about their environment, hel of over a hundred teachers, year long meetings, a summer work ecologists, this guide means realistic, developed aid for you which have directed teachers in writing and editing this guid

1. This guide is supplementary in nature and the episodes are ces-to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know yo to adapt, adopt, or use. By design, the range of suggestio mentation and usage are even wider. Many episodes are self others can be changed in part or developed more keenly ove

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learni plan. The reasons are simple. No guide has all the answers unless viewed in the context of your classroom situation. give it a triple reading, check over the resources listed, prime your students, and seek help. The Project personnel nowledgement page stand ready to aid your efforts. Feel fr

4. The Project Resource Materials Center serves all CESA 3, 8 private. We will send available materials pre-paid. Call f

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school li Center materials. Please offer suggestions, comments, or a

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scr suggestions on the episode pages or use the attached evalu lected in late May next year and will be used in our revis reactions and suggestions -- negative and positive. Please r in the episodes may refer to specific, local community res cases, individual school districts and teachers will have stitutes. A list of terms pertinent to the episodes is bel

7. Ecologists and other experts have simplified the issue--su Creation's beauty and complexity -- often noted as the work and human energy to save. A year's work by a hundred of yo gesture. Without you, their work will crumble, and so migh let us live to think, feel, and act in harmony with our wo

4. EPA - Environmental Problem Area



I. Cognitive means a measurable mental skill, ability, or

<sup>2.</sup> Affective refers to student attitudes, values, and feel

<sup>3.</sup> APWI means Acceptable Performance Will Include (labels

cite students about their environment, help is ready. Thanks to the efforts eachers, year long meetings, a summer workshop, university consultants and ide means realistic, developed aid for you. Please note the following ideas teachers in writing and editing this guide.

pplementary in nature and the episodes are designed -- at appropriate instan-

o existing, logical course content.

sode offers suggestions. Since you know your students best, you decide what or use. By design, the range of suggestions is wide; your chances for experiage are even wider. Many episodes are self-contained, others open-ended, still anged in part or developed more keenly over a few weeks. These built-in

low you to explore.

you try the episodes and suggested learning experiences but please preseries are simple. No guide has all the answers and no curriculum will work the context of your classroom situation. Thus, before trying an episode, reading, check over the resources listed, make mental and actual notes, nts, and seek help. The Project personnel and teachers listed on the acker stand ready to aid your efforts. Feel free to ask their help in pre-planning. Urce Materials Center serves all CESA 3, 8, and 9 area schools-public and send available materials pre-paid. Call for any help, materials, or to -4338.

Project ICE Bibliography in your school library for available Resource. Please offer suggestions, comments, or advice--at any time--so that this

. Let's help each other.

with the guide by reacting to it with scratch ideas, notes, and extended be episode pages or use the attached evaluation format, which will be colary next year and will be used in our revisions. We sincerely want your gestions—negative and positive. Please note that some resources listed any refer to specific, local community resources or conditions. In such school districts and teachers will have to adopt local or available sub-of terms pertinent to the episodes is below.

ther experts have simplified the issue--survival--yours, mine, our students, and complexity--often noted as the work of a genius--will take our genius to save. A year's work by a hundred of your fellow teachers is a saving you, their work will crumble, and so might we all--literally. Instead,

ink, feel, and act in harmony with our world.

Editorial Board
s a measurable mental skill, ability, or process based on factual data.
rs to student attitudes, values, and feelings.
eptable Performance Will Include (labels a cognitive or mental performance.)
ental Problem Area

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26

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Ron Schreier, Cmro

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sun, the basic scurce Discipline Area \_\_\_ nverted through plant Social Studies a form all living Subject Social Studies ife processes. Problem Orientation Sun Energy Grade 2 ES SUGGESTED LEARNING EXPERIENCES Will Student-Centered in II. Outside Resource and es class activity Community Activities the 1, For two weeks, keep a chart of weather and activities done each day. 2. From the chart, the children should be able to make some conclusions: a) sunny days-warm, nice to play outside b) cloudy-cool, not ' connice c) rainy- not nice t, be outside. 3. Children make a list of different activities done in community. should include outdoor and indoor activities. Single out those activities which are influenced by sun.

Resource and Reference Materials Publications:

Continued and Additional Suggested Lear

Audio-Visual:

Community:

Nr. 4					
Materials	Continued and	<u>Additional</u>	Suggested	Learning	Experiences
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C 2. All living organisms interact among

N themselves and their environment,

E forming an intricate unit called an

T ecosystem.

Discipline Area Social

Subject

Social

Problem Orientation Eco

SUGGESTED LEARNING E

BEHAVIORAL OBJECTIVES Cognitive: Children will make a class chart to show how families develop into communities & divide responsibilities (labor, protection, education, etc.). To help children to see the values of all types of work & how each person depends upon the services & products of the other.

Affective: The child will investigate & continue to learn about our community & the way in which we help each other by specializing in producing goods & services.

Skills to be Learned Discussion Interview people & ask simple questions Reading

I. Student-Centered in class activity

A. Class:

1. Show to the class a picture of a father & mother & ask: What kind of work do they do? After discussion, develop with the children a chart such as: What Our Fathers & Mothers Do.

#### anisms interact among

eir environment, ate unit called an ECTIVES en will to show p into le labor, ion, etc.). see the of work depends products lld will inue to nmunity we ducing

Discipline Area Social Studies

Subject

Social Studies

Problem Orientation <u>Ecosystem</u>

Grade

## SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Class:
    - 1. Show to the class a picture of a father & mother & ask: What kind of work do they do? After discussion. develop with the children a chart such as: What Our Fathers & Mothers Do.
- II. Outside Resource and Community Activities
  - A. Library
    - 1. Use the books by Greene: I Want to be a Farmer, Doctor, etc.
  - B. Community
    - 1. Visit as many stores, banks, business offices, post offices, etc. as possible to really experience the diversity & variety of specialization so each family doesn't have to do all kinds of work.
    - 2. Tapes from individuals on their work can be obtained if they can not come.

.ons

#### Resource and Reference Materials

Continued and Additional Suggested

Publications:

People and Their Environment
Teachers' Curriculum
Guide to Conservation Education
edited by Matthew J. Brennan,
Director, The Pinchot Institute
Working World, Senesh

#### Audio-Visual:

Community:

Community workers visit class: nurse, fireman, policeman, etc.

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C 2. All living organisms interact among Discipline Area Social N themselves and their environment, E forming an intricate unit called an Subject Social : Problem Orientation Econ T ecosystem. BEHAL IORAL OBJECTIVES SUGGESTED LEARNING E Cognitive: The children will I. Student-Centered in class be able to differentiate activity between living & nonliving A. Class activity objects after sorting out 1. Discuss pets & needs. those that need food, water, 2. Investigations to perform air and those that don't. in groups: Affective: Children will a. Tea party for dolls & seek other examples of pets; which ate; which living or nonliving things. did not. 3. Make riddles on non-living Skills to be Learned things that help the -70-0135-1 Differentiate almost any children. object into living or 4. Make bulletin board: non-living a. Have children bring Collecting living & non-living Taking care of living things and make a things 3-D display. Title

ESEA

#### organisms interact among

d their environment,

Discipline Area Social Studies

tricate unit called an

Subject

Social Studies

Problem Orientation Ecosystem Grade 2

OBJECTIVES chilaren will erentiate & nonliving orting out food, water, hat don't. ldren will ples of ving things.

arned almost any iving or

living

- SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity
  - A. Class activity
    - 1. Discuss pets & needs.
    - 2. Investigations to perform in groups:
      - a. Tea party for dolls & pets; which ate; which did not.
    - 3. Make riddles on non-living things that help the children.
    - 4. Make bulletin board:
      - a. Have children bring living & non-living things and make a 3-D display.

II. Outside Resource and Community Activities

A. Go on a treasure hunt and collect things in schoolyard, such as flowers, rocks, moss, feathers, grasshoppers. seed pods, ants, worms, frogs, leaves, bugs, . sticks, etc. Separate living from non-living (on display table) which do not need air, food and water.

Resource and Reference Materials Continued and Additional Suggested Learn

#### Publications:

Books:

People and Their Environment-Teachers Curriculum Guide to Conservation Education, pp. 63 & following. Wildlife People and the Land, (Dept. of Natural Resources, Madison, Wis.), Pub. No. 621, pp. 47 & following. Growing Seeds, Elementary Science Study, Houghton-

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Mifflin Co.

#### Community:

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C 3. Environmental factors are limiting N on the numbers of organisms living E within their influence, thus, each T environment has a carrying capacity. BEHAVIORAL OBJECTIVES Cognitive: Through a field trip to a woods in spring, the class will see the beauty & identify different flowers through use of flower books. In classroom, each child will identify flowers from pictures and give orally several reasons why wildflowers are not found in the city and several reasons to preserve wildflowers. Affective: After discovery of real wildflowers or pictures, children study value of and what destroys them and build a healthy respect & guardianship of wildflowers. Skills to be Learned Discovery & ident. of wildflowers Discussion & reading Drawing different kinds of posters to promote saving of flowers

Development of desire to

squelch bad environmental

factors for wildflowers

Discipline Area

Subject

Problem Orientation

#### SUGGESTED LEARN Student-Centered in class

- I. activity 1. Have in classroom a col
  - lection of common roadside flowers & grasses in a container of water. Have cultivated bouquet too.
    - a. How alike?
    - b. How different?
    - c. Where did they grow?
  - 2. Questions:
    - a. Why do we like to grow flowers around our homes?
    - b. Why wildflowers?
    - c. Where do wildflowers grow?
  - 3. Why hard to find wildflowers near cities?
    - a. Stepped upon
    - b. Uprooted
    - c. Burned
    - d. Covered with buildings
    - & highways
    - e. Trees removed.
  - 4. Why protect wildflowers?
    - a. Roots hold soil
  - b. Prevent soil pollution of streams
  - c. Shelter for animals
  - d. Seeds, fruit, & berries provide food for animals (Cont.) & people



ESEA



al factors are limiting

of organisms living

Discipline Area Social Studies

nfluence, thus, each

Subject

Social Studies Plants (Wildflowers)

s a carrying capacity.

Problem Orientation Live & Grow Grade

SUGGESTED LEARNING EXPERIENCES

#### OBJECTIVES

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Student-Centered in class activity

1. Have in classroom a collection of common roadside flowers & grasses in a container of water. Have cultivated bouquet too.

a. How alike?

b. How different?

c. Where did they grow?

2. Questions:

a. Why do we like to grow flowers around our homes?

b. Why wildflowers?

c. Where do wildflowers grow?

3. Why hard to find wildflowers near cities?

a. Stepped upon

b. Uprooted

c. Burned

d. Covered with buildings

& highways

e. Trees removed.

4. Why protect wildflowers?

a. Roots hold soil

b. Prevent soil pollution of streams

c. Shelter for animals

d. Seeds, fruit, & berries provide food for animals (Cont.) & people

Outside Resource and II. Community Activities

1. Take a walk around school grounds to see if you can find any wildflowers.

2. Take a trip to woods in in spring to see the beauty of wildflowers and identify flowers thru use of flower books.

3. Find library books on wildflowers & locate pictures of many different types.



#### Resource and Reference Materials

Publications:

Library books & pictures of wildflowers
Teacher's Curriculum Guide to Conservation Education.

Audio-Visual.

Films:

We Explore the Field & Meadow,

11 min., Coronet

Learning About Flowers, color,

11 min., EBF

Children in Spring, color,

11 min., EBF

Wildflowers of the Field &

Meadow, color, 11 min.,

Coronet.

#### Community:

#### Continued and Additional Suggested Lea

I. (Cont.)

สต์ล สมารับชา ใน กรรรสักษ์โ

Tilling spoils out, these year of spoils of histories out of

e. Nesting material for birds

5. Each child draw posters of wildflow to encourage prevention of wildflow

6. Children think up skits showing he out bad environmental factors for t

### Continued and Additional Suggested Learning Experiences

I. (Cont.)

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e. Nesting material for birds

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- 5. Each child draw posters of wildflowers & post in hall to encourage prevention of wildflower destruction.
- 6. Children think up skits showing how they will stamp out bad environmental factors for wildflowers.

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C O	4. An adequate supply of pure	<u>and the second </u>
N	water is essential for life.	Discipline Area
E		Subject
P T		Problem Orientati

## BEHAVIORAL OBJECTIVES

Cognitive: The children, without the teacher's help, activity will be able to make a scrapbook of pictures showing how people, animals, & plants use clean water. Or the children will be able to make a sand table display to contrast the polluted & clean streams & countryside. Affective: The children will join with their parents in keeping water

Skills to be Learned Observation Dramatization "Construction of sand table Selection of pictures Comparison

SUGGESTED LEA 1. Student-Centered in class

A. Class activity 1. Catch children's interest & dramatize how terrible it would be if our school-room bubblers wore this sign: DO NOT DRINK THIS WATER - IT IS

> POLLUTED. 2. Hold up glass of cle water & ask: What do you think this is? water) Hold up .a. I dirty water ask: What do you thin this is? (dirty water Which glass would you like to drink? Introduce the word polluti (something unwanted t

doesn't belong there) 3. Compare & observe pi cleaners dipped into clean & polluted wate a. Which kind of wate would you like to p

& swim in? Why? b. What living things make their homes in water? (cont.)

uate supply of pure

ssential for life.

Discipline Area Social Studies

Subject

Social Studies

Problem Orientation <u>Pure Water</u>

RAL OBJECTIVES

The children, teacher's help, to make a pictures people, animals, clean water. ren will be a sand table

ontrast the lean streams

The children their eping water

## Learned

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pictures

# SUGGESTED LEARNING EXPERIENCES 1. Student-Centered in class | II. Outside R

- activity
- A. Class activity
  1. Catch children's
  interest & dramatize
  how terrible it would
  be if our school-room
  bubblers wore this
  sign: DO NOT DRINK
  THIS WATER IT IS
  POLLUTED.
  - 2. Hold up glass of clear water & ask: What do you think this is? (clear water) Hold up glass of dirty water & ask: What do you think this is? (dirty water) Which glass would you like to drink? Introduce the word pollution. (something unwanted that doesn't belong there)
  - 3. Compare & observe pipecleaners dipped into clean & polluted water. a. Which kind of water would you like to play & swim in? Why?
    - b. What living things make their homes in water? (cont.)

II. Outside Resource and Community Activities

A. Outside activity
1. Take children on a
field trip to a polluted stream in your
area. (Lake Winnebago)
Why is it that way?
Take them also to a
well-managed farm pond.
Look for beautiful
things. Have a picnic
and then discuss where
the litter belongs.

Grade 2

## Resource and Reference Materials

#### Publications:

The Clear Brook People & Their Environment, Teachers' Curr. Guide to Conservation Education, Grades 1, 2, 3 J. G. Ferguson Publishing Co.,

### Audio-Visual:

Chicago, Ill.

#### Film:

We Explore the Stream, Color, 4.**11 min** : 計画語 - 1点色 :

Large picture form Wis. Conservation Dept. which contrasts clean & dirty streams & surroundings

## Community:

# Continued and Additional Sugge

I. (cont.)

c. Do you think that fish the greasy, dirty wate: be air present in wate: live; that trash & greater

d. Explain that polluted life & is unpleasant to water is not good for ]

4. Show pictures of

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Electrical teachers and health a distance Maria de la company

a. Polluted stream show: b. Clear stream of wate:

c. People fishing

d. Water recreation

5. Keep a record of how man water faucet in one day. entire class.

6. Make sandtable display in behavioral objective.

nce Materials

Continued and Additional Suggested Learning Experiences I. (cont.)

onment, de to ion,

ishing Co.,

c. Do you think that fish & plants could live in the greasy, dirty water? Explain that there must be air present in water for plants & animals to live; that trash & grease use up the air.

d. Explain that polluted water kills plant & animal life & is unpleasant to see & smell. Polluted water is not good for people, plants or animals.

that the state of the state of

4. Show pictures of

Caffigue de la composição

tor walls swilling books

- a. Polluted stream showing dead fish
  - b. Clear stream of water
  - c. People fishing
    - d. Water recreation
- 5. Keep a record of how many times they turn on a water faucet in one day. Record the totals for the entire class.
  - 6. Make sandtable display or scrapbook as explained in behavioral objective.

am, Color,

s. Consercontrasts ms &

5. An adequate supply of clean air is C Discipline A essential because most organisms depend on respiration to supply the oxygen Subject Problem Orie needed to release the energy in their food. SUGGESTED LE BEHAVIORAL OBJECTIVES Cognitive: Children will be Student-Centered in class Ι. activity able to draw the two ways nature uses to clean air 1. Have children volunteer and will be able to idenwhat they know about air 团 pollution. Explain that tify which season is nature helps clean the air depicted. by precipitation. Children Affective: Child will notice Project can make a booklet of each any daily effects nature has season's precipitation. or is using to clean air. When air is stagnant, he Exam will comment about it. winter - snow scene Fall - rain in fall Skills to be Learned scenery 59-70-0135-1 Summer - rain in hot Booklet Brainstorm in committee or climate 2. Another of rature's ways group. to clean air is air moveme Class divisions brainstorm air movement on people during seasons and ways to detect air movement. Class shares results and adds to their bookler. Title Winter: a) See chimney smoke in wind direction. b) Feel coad wind on cheeks. ESEA c) People dress according d) Cold winds blow warmen air away from their bo

(cont.)

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Discipline Area

Social Studies

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Subject

Seasons

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Problem Orientation Air-pollution Grade

BJECTIVES ren wi. I be two ways

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ommittee or

SUGGESTED LEARNING EXPERIENCES Student-Centered in class

activity 1. Have children volunteer what they know about air pollution. Explain that nature helps clean the air by precipitation. Children can make a booklet of each season's precipitation. Example:

> Winter - snow scene Fall - rain in fall scenery

Summer - rain in hot climate

2. Another of nature's ways to clean air is air movement. Class divisions brainstorm air movement on people during seasons and ways to detect air movement. Class shares results and adds to their booklet. Winter:

- a) See chimney smoke in wind direction.
- b) Feel cold wind on cheeks.
  - c) People dress accordingly.
  - d) Cold winds blow warmer air away from their body. (cont.)

Outside Resource and II. Community Activities

- 1. Weather equipment used to measure wind or precipitation at airport.
- 2. Visit, observe, or make weather station.

# Resource and Reference Materials

### Publications:

Social Studies Texts
"Busy Winds", Irma S. Black;
Holiday House, pre-K-4

### Audio-Visual:

Weather - Why It Changes"
(Il min.) Coronet - B.A.V.I.
Kain Shower" - (15 min.)
Churchill, B.A.V.I.

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# Community: Airport

## Continued and Additional Suggested Learn

## I. (cont.)

e) Wind chill temperature given on Radio

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and Roughland

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f) Wind blows and spreads out the result SAME TYPE OF THING FOR THE OTHER SEASONS.

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e Materials Continued and Additional Suggested Learning Experiences I. (cont.) e) Wind chill temperature given on Radio and T.V. weather news. S. Black: f) Wind blows and spreads out the results of air pollution. -K-4 SAME TYPE OF THING FOR THE OTHER SEASONS. hanges" regule en heabline eleft io las alignos ing Ghighes da remain is a said and Library - B.A.V.I. min arbit while year labor min.) the sector and the wife stil mikimik kadingiica tike edil keskur sekrilikisisiski astimulating biritigies for the soulling and object of say yo end critica atautianviitailea albas de deddeod stediosere or he onlike of olean the podsomis piecinicalina on comment of a fel of a name of the THE PROPERTY OF Conduct Form - Payers Tier of mar of the hara Garox alfac Transfer . sod ni historianie Brainstone In domittenies egrajin augus et organeo do montrosa all gomerne ris at the master of Missis storm breview for the air accentist of perpie of light line and see the torb easil jiselevom uta dealise ii gaša oga stabart askuba rupanish ui alosa vocatio see la The state of the s on Acta Blos lost Of thurstand Zers Simble THE PROPERTY SECTION Als Twee Processing Charles ( Times)

ERIC Full Text Provided by ERIC

N distributed over the earth or over BEHAVIORAL OBJECTIVES Cognitive: Children list in order their action from collecting the rock to making soil. Affective: What if we had all rocks on earth, what would you have to do to make soil for green plants to grow? Skills to be Learned Discovery Discussion Experimentation 59-70-0135-1 Writing in concise form the discoveries made. Title ESEA

Discipline Area

E time and greatly affect the geographic Subject

T conditions and quality of life.

C 6. Natural resources are not equally

Problem Orientation

SUGGESTED LEAR Student-Centered in class

activity

1. Put a newspaper on floor with sandstone rocks. Suggest that they make soil by rubbing. How do rocks make soil when no one rubs them together?

2. Teacher puts rocks in a sock, & with a hammer pounds to make more soil.

Compare colors.



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over the earth or over

Discipline Area Social Studies

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Subject

Social Studies

and quality of life.

Problem Orientation Rocks to Soil Grade

### L OBJECTIVES nildren list action from rock to

nat if we had earth, what to do to green plants

## earned

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### SUGGESTED LEARNING EXPERIENCES Student-Centered in class activity

- 1. Put a newspaper on floor with sandstone rocks. Suggest that they make soil by rubbing. How do rocks make soil when no one rubs them together?
- 2. Teacher puts rocks in a sock, & with a hammer pounds to make more soil. Compare colors.

### Outside Resource and II. Community Activities 1. Go on treasure hunt in schoolyard to look for pebbles and rocks in workable groups to dig. Put in plastic bags. Return to classroom. Then carry out steps on left.

## Art project for fun: Locate large flat rocks. Paint. Shellac. Carry home as gifts of paper weights.

Resource and Reference Materials

Continued and Additional Suggested Le

Publications:

People and Their Environment, Teacher's Curriculum Guide to Conservation Education.

and the history but the his

The First Book of Scones (Rocks?) Podenforf, Illa. The True Book of Rocks and Minerals

Audio-Visual:

Audio-Visual: Film - Rocks: Where They Come From

Community:

terials	Continued and Additional Suggested Learning Experiences
nt, e to	
Rocks?)	
ome From	

C 7. Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area E and increased leisure time have a great Subject T influence on changes in land use and Problem Orientation centers of population density. BEHAVIORAL OBJECTIVES SUGGESTED LEARN I. Student-Centered in class Cognitive: Children will activity identify 2 means of transportation used by people of long ago (e.g. ponies, canoes) & 5 ways of present transportation. Affective: Children may voluntarily make a 3 dimensional picture showing one of the following: Life in early days through -70-0135-1 transportation or agriculture or Present day means of transportation or agriculture. They may report this to the class. n, Skills to be Learned Observation Interpretation Cause-effect Collecting information Title Interviewing ESEA

as facilitating transportation,

ions, population growth, Discipline Area Social Studie eisure time have a great Subject Social Studies langes in land use and Problem Orientation Transporta LonGrade 2 lation density. BJECTIVES SUGGESTED LEARNING EXPERIENCES 1. Student-Centered in class ren will II. Outside Resource and of transactivity Community Activities people A. Outside classroom ponies. 1. By reading the early of' history of their local ation. community, the children ren may will be able to trace a 3 the change of land use re from Indian times to e following: the tremendous growth s through of urban areas of our agriculture region. ans of 2. Take a trip to a local agriculture. historical site. his to the 3. Take a trip to a large industry. 4. Make sand table display ned of their community then & now. 5. Interview older citizens to get information needed mation for reports.

Resource and Reference Materials	Continued and Additional Suggested Learning
Publications: Books on local histories	
Audio-V'sual:	

Slides of community then & now

Community:





ERIC Foulded by ERIC

ESEA

al, economic, social, and factors determine status. Discipline Area Social Studies values and attitudes Subject Social Studies s environment. Problem Orientation Attitudes Grade DRAL OBJECTIVES SUGGESTED LEARNING EXPERIENCES Children will Student-Centered in class Outside Resource and II. e ways they activity Community Activities and enjoy 1. Shock the children by sug-1. Take early morning bird gesting that they take their hike to somewhere and have Birds are part BB guns on the bird hike coming a sack breakfast afterwards. ide world. Why up on Sat. It should bring cries 2. Make bird feeders and bird l all the birds? of horror, indicating that we bath, bird houses to protect don't want to kill them; we them during the winter. (With E Learned just want to look at them. Dad's help). fect thinking 2. Lead into: Why don't you want to destroy them? What has Rambell out blocks for - di made some extinct? painting 3. Make posters illustrating & faithfully the value of birds and why rees juick of clarity as maineoù they need to be conserved.

Resource and Reference Materials Continued and Additional Suggested Lear Publications: People and Their Environment Teacher's Curriculum Guide to en tikulijisi . Diibuti Conservation Education. A Field Guide to the Birds by Roger Tory Peterson. gent particle is instructed with the Song Birds in Your Garden by John Terres. Lave we untricke editioner. I wild unburyout lived ones of right shar wade tidd online exad has every into or swill El gans on the bird his se confine addic urcarront aftername. abeticate to should track no un wild has areas in baid ones. S. de veit palas fort librar in

Audio-Visual:

Filmstrip - How Birds Are Fitted For Their Work.

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Films:

Looking at Birds, 10 min., EBF Birds of the Countryside, color, 10 min., Coronet.

Record:

American Bird Songs, Cornell Univ. A Field Guide to Bird Songs, 2 records, Peterson, Allen, Kellog.

Community:

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,	C 9. Man has the ability to ma O N manipulate, and change his	Discipline Area
	C E environment.	Subject
	P T	Problem Orientation
-	BEHAVIORAL OBJECTIVES Cognitive: Through activity	SUGGESTED LEAD I. Student-Centered in class
1 Project I-C-E	of inquiry & investigation, children will be able to recognize changes in their environment, past & present & the good & bad results of that change.  Affective: Child becomes enthused to verbalize the changes he notices in his neighborhood.	activity A. Classroom 1. Plan questions for a interview on how the community used to be. 2. Poem study: "Indian Children" to apprecia the original past. 3. Make a collage on th bulletin board of goo & poor environments!
- 59-70-0135-1	Skills to be Learned Interviewing Reporting Gathering information Contrasting	Differentiate & mount
III e		
ESEA Title		

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he ability to manage, Discipline Area Social Studies and change his Subject Social Studies Problem Orientation Land Use Grade 2 L OBJECTIVES SUGGESTED LEARNING EXPERIENCES rough activity I. Student-Centered in class II. Outside Resource and nvestigation, activity Community Activities be able to A. Classroom A. Outside Classroom ges in their 1. Plan questions for an 1. Have a local man show ast & present interview on how the slides on past & present ad results community used to be. or contact the Historical 2. Poem study: "Indian Society for talks. ild becomes Children" to appreciate 2. Take walks or bus trips rbalize the the original past. to gather information on ices in his 3. Make a collage on the the "now" in your bulletin board of good community. When back in & poor environments! classroom, discuss what earned Differentiate & mount. you have found. ormation សំណាស់ស្នាក់ ភ្នំ និងស្ថាស្ន SOUTH THE THURSE

Resource and Reference Materials

Continued and Additional Suggested Lear

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rath totallers

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Publications:

Indian Children, Arbuthnot Anthology

entrice of the supplies of the solution of the supplies of the

Pictures of the community in the past at the library or newspaper office or family albums or museums.

The your backet nove

Community:

Local histories of the community to be read by teacher & highlights told to the children. Chamber of Commerce

Continued and Additional Suggested Learning Experiences S logy Commente of the contract of th , moingaiteannt à ville di to ... ar dies sa ilan merbiado chend wi segmano animyoner ne kranite och i deli i sil incresq & John , Tricanos ceim Inc. while no less between tore leave viluonica ationer falls-subgisht & etilesa (ki i - 1.000 sat s of dead to dead to level ver toos la R. Poem neader "Left Ly la mures en l'americano end bells from ad beinging . Jesq Linight Colf cellines are notices in his rbon froding ten hts

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	C 10. Short-term economic gai	ns may
	N produce long-term environme	ntal Discipline AreaS
	E losses.	Subject Subject
	P T	Problem Orientation
	BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
コーク エー・エー・アー・コー・コー・コー・コー・コー・コー・コー・コー・コー・コー・コー・コー・コー	Cognitive: Through a visit to a site where there has veen an environmental loss, students will learn that environmental changes are difficult if not impossible to replace. Draw a scene emphasizing nature's destruction by man.  Affective: Through the puppet trial play, students will display a value system gained with regard to their environment - that money must be provided to protect & develor it.	I. Student-Centered in class activity  A. Classroom activity  l. List local environmenat losses for sake of econogains. (Pollution of aim water, mining without reclaiming the land, find littering, construction, etc.  2. Get volunteers to make puppets (judge & client) Teacher can make up scription and the different trials for different offenses such littering, polluting, etc.
/	Skills to be Learned	be the jury. 3. Have students prepare of

Critical observation Organization

Art work

Recitation

- enat conc air t Fir ion.
- ake ent) scri s fo uch , et
- re c a long sheet of paper, a series of scenes depicti environmental losses due to profit-motivated char Then write or prepare a script; roll up & by the use of a box, have a TV

show.

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Social Studies

Problem Orientation Land Use

SUGGESTED LEARNING EXPERIENCES

Grade -

# **OBJECTIVES**

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I. Student-Centered in class activity

A. Classroom activity

- 1. List local environmenatal losses for sake of economic gains. (Pollution of air & water, mining without reclaiming the land, fire, littering, construction, etc.
- 2. Get volunteers to make puppets (judge & client). Teacher can make up script. Have different trials for different offenses such as, littering, polluting, etc. Have the rest of the class be the jury.
- 3. Have students prepare on a long sheet of paper, a series of scenes depicting environmental losses due to profit-motivated changes. Then write or prepare a script; roll up & by the use of a box, have a TV show.

II. Ontside Resource and Community Activities

- A. Outside of classroom
  - 1. Have city planner or developer explain how environ mental needs are considered in city planning.
  - 2. Visit a sight where man has brought about an environmental loss because of an economic gain motive. Example - Polluted creek, nature areanow camping, asphalt highway.

Resource and Reference Materials

Publications:

Playground Fun, Hastings Let's Go to a Sanitation Dept., Cochran

All Around the Town, McGinley
A Tree is Very Nice, J. Udry
Down, Down the Mountain, E. Credle

Audio-Visual:

Filmstrips:

Then & Now on the Great Lakes Waterway.

Then & Now in the Midwest Dairy
Lands

Brown County Library 917.3

Community:
City planner

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Continued and Additional Suggested

Continued and Additional Suggested Learning Experiences merials Dept., nley l**ry** E. Credle le ol kodrémikají is a Wilsiady Bado ares est to the estate and a a mercelan v Stook aral va arm novemb Thensellers ver 音剧 技術 化化多型 有整张 计电话 经国际 len kangstellig orderling and by the William a track hadalas of ay in the color of the relief whe akes Said Said Bollocata so Dairy Lookea histolak balan balan balan 7.3 positive manage and action & i realibion I i the conse The second of the local - Mexical Element Services Comme udikiruki ped makilikeliki di trevi the tradity of h



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C ll. Individual acts, duplicated
O compounded, produce significant Discipline Area
E environmental alterations over time. Subject
P
T Problem Orientati

BEHAVIORAL OBJECTIVES

Cognitive: Make a bulletin
board. Each child make two
trees and one house. First
put all trees on board.
One by one take trees off
and put houses on.

Affective: How do you
feel about the cutting
down of all trees?

## Skills to be Learned

Dramatizing
Discussion
Drawing
Cause and effect

I. Student-Centered in class activity

1. Have one pupil begin reading a story. Next have one more pupil read at sam time. Have whole class read at same time. Stop and discuss the noise and problems caused by everyone reading.

2. Discuss the distruction of trees in forest. How does cutting of one tree effect area? How does cutting of all trees effect area?

dual acts, duplicated produce significant Discipline Area Social Studies al alterations over time. Subject Social Studies Problem Orientation Conservation Grade 2 L OBJECTIVES SUGGESTED LEARNING EXPERIENCES e a bulletin I. Student-Centered in class hild make two II. Outside Resource and activity house. First Community Activities 1. Have one pupil begin on board. 1. Ask forest ranger to visit reading a story. Next have e trees off school. Speak on wise one more pupil read at same on. forestry practices. time. Have whole class v do you read at same time. Stop cutting and discuss the noise and es? problems caused by everyone reading. arned 2. Discuss the distruction of trees in forest. How does cutting of one tree effect area? How does cutting of all trees effect area?

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Resource Reference Materials Continued and Additional Suggested

Audio-Visual:

Community:



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Cll. Individual acts, duplicated N or compounded, produce significant Discipline Area Social Stud E environmental alterations over time. Subject Food, Shelt P Re-usah Щ. Problem Orientation Resource BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPE Cognitive: Children will I. Student-Centered in class II. Out become aware of the need activity for multiple use of the land A. Form a committee to by a committee project where find out about things they find out about things that were formerly that were formerly considered considered waste and waste nad are now usable and are now usable and in in demand. demand. Affective: After completing B. Sawdust was a waste the project, the children material and is now in will have a start in their demand for sweeping share of the responsibility compounds, particle for the conservation of board, debarking, and 59-70-0135our resources. use of parts for the making of paper. Skills to be Learned Creative thought Skill of observing accurately Skill of participating in project work

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A. I

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ESEA Title



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Discipline Area Social Studies

terations over time.

Subject

Food, Shelter, Clothing

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Re-usable

Problem Orientation Resources

esources Grade 2--3

BJECTIVES
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- SUGGESTED LEARNING EXPERIENCES

  I. Student-Centered in class | II. Outside Reactivity | Community A
  - A. Form a committee to find out about things that were formerly considered waste and are now usable and in demand.
  - B. Sawdust was a waste material and is now in demand for sweeping compounds, particle board, debarking, and use of parts for the making of paper.

II. Outside Resource and Community Activities A. Field trip to sawmill



Resource and Reference Materials

Continued and Additional Su

Publications:

Pringle - From Field to Forest

Baker - Patterns of Nature

Aruego - Symbiosis The Edwards Committee Court

Audio-Visual: Films

Up to Our Necks NBC Junk Dump Communico

Community:

nce Materials

Continued and Additional Suggested Learning Experiences

to Forest

Nature

20

#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish tformat. Please feel free to adapt it and add more pages. Let us and comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences A. In Class:
  - B. Outside & Community Activities:
- IV. Suggested Resource & Reference Materials (specific suggestions & comments)

### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

sode used in your class, you may wish to duplicate this suggested adapt it and add more pages. Let us know all your critiques positive.

riences

Activities:

ference Materials comments)





INSTRUCTION - CURRICULUM - ENVIRO Project I - C - E A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION DISCIPLINE AREA Social Studies GRADE Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338 Robert Robert George

INSTRUCTION - CURRICULUM - ENVIRONMENT

PROGRAM FOR ENVIRONMENTAL EDUCATION

Social Studies GRADE 3

Title III E.S.E.A.

in CESA's 3-8-9

onsin 54301

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist



E

#### PREFACE

If you wisk to excite students about their environment, help i of over a hundred teachers, year long meetings, a summer worksho ecologists, this guide means realistic, developed aid for you. P which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are de ces -- to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your to adapt, adopt, or use. By design, the range of suggestions mentation and usage are even wider. Many episodes are self-co others can be changed in part or developed more keenly over a possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning plan. The reasons are simple. No guide has all the answers ar unless viewed in the context of your classroom situation. Thugive it a triple reading, check over the resources listed, ma prime your students, and seek help. The Project personnel and nowledgement page stand ready to aid your efforts. Feel free

4. The Project Resource Materials Center serves all CESA 3, 8, a private. We will send available materials pre-paid. Call for

visit. Phone 432-4338.

Check often the Project ICE Bibliography in your school libra Center materials. Please offer suggestions, comments, or advi

service may grow. Let's help each other.

Involve yourself with the guide by reacting to it with scrato suggestions on the episode pages or use the attached evaluati lected in late May next year and will be used in our revision reactions and suggestions -- negative and positive. Please note in the episodes may refer to specific, local community resour cases, individual school districts and teachers will have to stitutes. A list of terms pertinent to the episodes is below.

Ecologists and other experts have simplified the issue--survi Creation's beauty and complexity -- often noted as the work of and human energy to save. A year's work by a hundred of your gesture. Without you, their work will crumble, and so might w let us live to think, feel, and act in harmony with our world

Edi T. Cognitive means a measurable mental skill, ability, or pro 2. Affective refers to student attitudes, values, and feeling 3. APWI means Acceptable Performance Will Include (labels a c

4. EPA - Environmental Problem Area

#### PREFACE

cite students about their environment, help is ready. Thanks to the efforts eachers, year long meetings, a summer workshop, university consultants and ide means realistic, developed aid for you. Please note the following ideas teachers in writing and editing this guide.

pplementary in nature and the episodes are designed--at appropriate instan-

o existing, logical course content.

sode offers <u>suggestions</u>. Since you know your students best, you decide what or use. By design, the range of suggestions is wide; your chances for experiage are even wider. Many episodes are self-contained, others open-ended, still anged in part or developed more keenly over a few weeks. These built-in low you to explore.

you try the episodes and suggested learning experiences but please pres are simple. No guide has all the answers and no curriculum will work the context of your classroom situation. Thus, before trying an episode, reading, check over the resources listed, make mental and actual notes, nts, and seek help. The Project personnel and teachers listed on the acke stand ready to aid your efforts. Feel free to ask their help in pre-planning. urce Materials Center serves all CESA 3, 8, and 9 area schools--public and send available materials pre-paid. Call for any help, materials, or to -4338.

Project ICE Bibliography in your school library for available Resource . Please offer suggestions, comments, or advice -- at any time -- so that this

Let's help each other.

with the guide by reacting to it with scratch ideas, notes, and extended he episode pages or use the attached evaluation format, which will be colay next year and will be used in our revisions. We sincerely want your ggestions--negative and positive. Please note that some resources listed may refer to specific, local community resources or conditions. In such l school districts and teachers will have to adopt local or available subof terms pertinent to the episodes is below.

ther experts have simplified the issue--survival--yours, mine, our students, y and complexity--often noted as the work of a genius--will take our genius to save. A year's work by a hundred of your fellow teachers is a saving you, their work will crumble, and so might we all--literally. Instead,

hink, feel, and act in harmony with our world.

Editorial Board ns a weasurable mental skill, ability, or process based on factual data. ers to student attitudes, values, and feelings. ceptable Performance Will Include (labels a cognitive or mental performance.)

mental Problem Area



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erinette Ednajean Purcell, CSU , UW-Marinette David West, Lawrence U.

Robert Cook, UWGB Dennis Bryan, UWGB



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Gillett

1. Energy from the sun, the basic source Discipline Area Food, Clothin N of all energy, is converted through C Subject Social Studio Ε plant photosynthesis into a form all P Problem Orientation living things can use for life processes. SUGGESTED LEARNING EXPERI BEHAVIORAL OBJECTIVES Cognitive: Students will I. Student-Centered in class II. Outs be avle to illustrate by activity Commu selecting pictures from A, Class A. Ou magazines, uses of plants 1. Develop a bulletin in clothes, shelter and with picture examples energy. of food from plants, clothing from plants, shelter from plants & Affective: The student will recommend examples of how the sun contri-butes to our clothes, energy from plants. (When possible, show shelter and food. the sources of plants) Skills to be Learned Organizing & interpreting facts, materials & experiences Skill of observing accurately Skill of participating in group work

1.

2.



sun, the basic source

Discipline Area Food, Clothing, Shelter converted through Subject Social Studies <u>is into a form all</u> Problem Orientation Sun energy Grade use for life processes SUGGESTED LEARNING EXPERIENCES CTIVES I. Student-Centered in class will II. Outside Resource and e by activity Community Activities rom A. Outside activity A. Class lants 1. Develop a bulletin 1. Have students bring magazines from home. and with picture examples of food from plants, 2. Invite a farmer, lumberman, grocery man, ent clothing from plants, les shelter from plants & or others related to 1energy from plants. the environment to speak with the children. (When possible, show the sources of plants) reting ing

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## Resource and Reference Materials

## Continued and Additional Suggested

Publications:

Books:

Clothes from Head to Toe. Pursel,

Plants In the City, Schneider,

The Blueberry Bush, Conservation & Environmental Center for

Southern, N. Jersew

About the Vegetables On Your

Plate, Alee, Welmont, 1960

How Do They Make it? Sullivan

Bread, The Source of Life, Buehr

Audio-Visual:

Filmstrips:

The World of Living Things The Food We Eat and What's In Our Food

Community:

Visit the nature center



crials Continued and Additional Suggested Learning Experiences

Pursel,

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Buehr

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O 2. All living organisms interact
N
C among themselves and their environment

Discipline Area

Subject

E P forming an intricate unit called an

Problem Orientat

ecosystem.

BEHAVIORAL OBJECTIVES

SUGGESTED L

Cognitive: Children deepen their awareness that living things are interdependent in a delicate balance in nature as they capture matter from the environment and return it to the environment by making a diagram of a food chain. Affective: Children begin to see the importance of each individual's role by telling the relationship of the environment to the roles of members of a community.

Skills to be Learned

Collecting relevant materials and facts

Organize and interpret facts, materials and experiences Skill of observing accurately

Skill in participating in group work.

I. Student-Centered in class activity

l. After studying the food habits of animals who live in the sea, students will be able to make a diagram of the food chain which exists among plants and animals in the sea, forests or deserts.

Land - interdependence - green plants - animals - man - replant and take care of green plants

Sea - small green plants - small fish - large fish - large sea animals.

2. Encourage the children to become interested in the Audubon food chain charts.

3. Encourage group to become interested with their parents to plant flowers and other vegetation in their community. They can start with their own back yard.

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ing organisms interact

selves and their environment

n intricate unit called an

Discipline Area

Social Studies

Subject

Food, Clothing and Calter

Problem Orientation Food Sources

Grade

RAL OBJECTIVES ildren deepen ess that living

iterdependent in lance in nature re matter from ent and return it nment by making

a food chain. mildren begin to

tance of each role by telling

ship of the enthe roles of

community.

Learned elevant materials

i interpret facts, l experiences serving accur-

ticipating in

### SUGGESTED LEARNING EXPERIENCES

class activity 1. After studying the food habits of animals who live in the sea, students will be able to make a diagram of the food chain which exists among plants and animals in the sea, forests or

Student-Centered in

- deserts. Land - interdependence green plants - animals man - replant and take care of green plants Sea - small green plants -
- small fish large fish large sea animals. 2. Encourage the children
- to become interested in the Audubon food chain charts.
- 3. Encourage group to become interested with their parents to plant flowers and other vegetation in their community. They can start with their own back yard.

II. Outside Resource and Community Activities



Resource and Reference Materials

Continued and Additional Sugges

Publications:

"The Forest and Sea", Bates-1960
"Seeds are Wonderful", Melmont.

"How A Seed Grows", Crowell. True Book of Plants We Know"

Niner "Pets From The Pond", Buck!

"See Through The Lake", Selson.

Audio-Visual:

Finding How Things Change Society for Visual Education

Animals That Help Us

Filmstrip House

The World of Living Things

Health Science

Interdependence of Living Things

McGraw-Hill

Animal and Plant Community

Forest Field

Pond City

Community:

Field trip to school forest. Visit a pond or a lake. Ask children to see how many plants and animals they can find living in or around the water.

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Continued and Additional Suggested Learning Experiences

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Discipline Area 2. All living organisms interact among N themselves and their environment, forming Subject E an intricate unit called an ecosystem. Problem Orientation P SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Cognitive: Each student will Student-Centered in class make a chart to show where activity materials for foods, clothes 1. After having studied sevor shelters come from. eral communities in social A paragraph will be writstudies, the children will ten to tell in what ways choose one of the followingpeople depend on other food - clothes - shelter and people or nature for necesmake charts showing where sities of life. each food comes from. Affective: After having Example: heard reports, the children will investigate which com-Arti-Homemunities depend on a small cle Bought Made Origin area for life and which Fish depend on larger areas. Skills to be Learned Chart making Research skill After finishing the chart Critical thinking the child will write a paragraph telling how the people depend on people and nature. 2. Review what has already been used in previous classes

So

their environment, forming Subject Communities it called an ecosystem. Problem Orientation Ecosystem Grade JECTIVES SUGGESTED LEARNING EXPERIENCES udent will Student-Centered in class Outside Resource and II. low where activity Community Activities 1. After having studied sevls, clothes rom. eral communities in social e writstudies, the children will it ways choose one of the followingther food - clothes - shelter and for necesmake charts showing where each food comes from. aving Example: children hich com-Arti- Homea small cle Made Bought Origin which Fish reas. ned After finishing the chart, the child will write a paragraph telling how the people depend on people and nature. 2. Review what has already been used in previous classes

rganisms interact among

Discipline Area Social Studies

Resource and Reference Materials Continued and Additional Suggested Learn Publications:

Audio-Visual:

Community:

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क्षणात्रक प्रतिक प्रतिकार्य । १८६८ व्यक्ति । १८४० व्यक्ति । १८५७ च क्षणात्रम्म वर्षेक्षण म् विकास व्यक्ति Continued and Additional Suggested Learning Experiences

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C 3. Environmental factors are limiting on N the numbers of organisms living within their Discipline Area Subject E influence, thus, each environment has a Problem Orientatio T carrying capacity. SUGGESTED LEARNING EX BEHAVIORAL OBJECTIVES Cognitive: Students will be Student-Centered in class I. able to list factors which activity
1. After listing resources are common to both plants and animals in order to that our culture depends live in a particular place. on to survive, discuss: Affective: The children Which ones are renewable? perceive through making a Which are not renewable? list the need for pollution What change or results do control and a wise use of you see for our culture if our natural resources. we use up or pollute our nonrenewable resources. Skills to be Learned Research skill Communication and reference

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skills

group work

Critical thinking

Skill of participating in



Continued and Additional Sugge Resource and Reference Materials I. (cont.) Publications: History: U.S.A., Allen & Betts, American Book Co., p. 409-423 5. Draw a series of picture problems in 1870 & 1970. American Heritage, Cornflake Crusade, June, 1957 A Compass for Agriculture, 21 1/2 min., USDA Motion Pictures Section Washington, D.C. 20025 The Pageant of American Farms, Farm Film Foundations, 1731 Eye St., NW, Washington, D.C. 20006
Filmstrip: Evolution of Farming, 4 films, Pat Dowling Pictures, 10568 Robertson Blvd. Los Angeles, Calif. 90035 HOLLS BELLING TO THE COLUMN THE distributation & midwe Community: 3. Squater y merzo kómion Farmer --Plant-manager es neemste browner is. Through a liever said of Recreational director Park director Andrews you ... enti si piri di mangani di sangani di sangan Inventor - ARTHUVILLE

Continued and Additional Suggested Learning Experiences

I. (cont.)

5. Draw a series of pictures illustrating population problems in 1870 & 1970.

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angat Offices.

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N political factors determine status E of man's values and attitudes toward his environment. BEHAVIORAL OBJECTIVES Cognitive: The student will list 6 common land uses & tell how man's attitude toward these has changed by comparing these uses in 1775 with 1971. The student will Affective: show that a Colonist's value system (1775) was vastly different than ours today in regards to land & its resources in a 500 word comparison essay. Skills to be Learned Research Drawing inferences Map\_work Panel discussions Determining cause & effect Oral reports

C 8. Cultural, economic, social, and

Discipline Area <u>Soc</u>

Subject

U.S

Problem Orientation

SUGGESTED LEARNT
I. Student-Centered in class
activity

A. Classroom

1. Panel discussion on
 "What was the value of
 land to a Colonist?"

2. Study the Proclamation of 1763. How was the lanused? In what way did Colonists destroy his environment? Why?

3. Investigate & report to class:

a. Land holding rights of persons. e.g. Primogeniture, quit rents, entailed estates, etc. Did this affect the us of the land?

b. Cost of Revolution to environment.

c. Legend of Daniel Boom & frontier.

4. Locate the Northwest of Territory & draw a map of its proposed division.

T # 1746

Discipline Area Social Studies ine status U.S. History Subject <u>tudes</u> Grade 11 Problem Orientation Attitudes SUGGESTED LEARNING EXPERIENCES II. Outside Resource and I. Student-Centered in class 11 activity Community Activities A. Outside classroom A. Classroom 1. Have county agent or 1. Panel discussion on y 75 city engineer or "What was the value of land to a Colonist?" planner as a guest speaker. Subject: How 2. Study the Proclamation 11 of 1763. How was the land cultural, economic, ue social, & political used? In what way did factors determine our Colonists destroy his in attitudes toward the environment? Why? environment. Compare 3. Investigate & report to this to colonial times class: 2. Discuss zoning laws a. Land holding rights of persons. e.g. Primo-... & study those of your community. What is geniture, quit rents, githe rationale behind entailed estates, etc. Did this affect the use of the land? b, Cost of Revolution to environment. c. Legend of Daniel Boone & frontier. 4. Locate the Northwest of a professional Territory & draw a map of losses a comment its proposed division.

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ocial, and

Resource and Reference Materials Publications: Daniel Boone: The Opening of the Wilderness - Enrichment Teaching Materials, 246 Fifth Ave., New York, N.Y. 10001 History of a Free People, Ch. 3, pp. 50-75, Macmillan Sense of the Past, Ch. pp. 34251, Macmillan Audio-Visual: Filmstrip: New Nation is Born, Eye Gate House, Inc. 146-01 Archer Ave., Jamaica, New York 11435 -Films: Drums Along the Mohawk, Teaching Film Custodians, Inc., 25 W.: 43 St., New York, N.Y. 10036 bland of Liberty, #1182, BAVI, \$3.00 Community: County agent or city engineer or planner Topographic maps of local area to

determine land uses & reasons for the it: before bisit by county agent or

c1ty planner

Continued and Additional Suggested Le

Continued and Additional	Suggested Learning Experiences
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v Principadulo Litticon Trittilita Litticon Trittilita	Westneds a six de ses ses John To : <b>と対</b> がい は J. Hins a tou John John John J. Hins a tou
offerd in Archine of a second of the construction of the construct	
presto e viciliant	

9. Man has the ability to manage, N manipulate, and change his E environment. P T BEHAVIORAL OBJECTIVES Cognitive: The student will identify & list 6 changes & nardships the war brought to the people of both the North & the South. The student will Affective: show an awareness that war causes destruction & waste of land by presenting a talk based on his convictions. Skills to be Learned Discussion skills Charting Interviewing Investigation

Discipline Area \_ Soci

Subject

Amer

Problem Orientation La

SUGGESTED LEARNING
I. Student-Centered in class
activity

A. Classroom activity

- 1. Discuss the relative advantages in resources before the war & compare it to how productive the land was after the war with in the North & South.
- 2. Investigate how good fertile lands were ruined especially in the South & how the breakup of the plantations increased the social & economic problem Why was the rebuilding of land productively such a slow process?

  3. Study "Sherman's progress"

 Study "Sherman's progres from Atlanta to Savannah' destroying crops, railros bridges & farms & dévasts ting the countryside on toway.

4. Chart Sherman's march graphically-student illus trations, interviews with historical victime, sout! farmers, etc.

y to manage, Discipline Area Social Studies e his Subject American History Grade Problem Orientation Land Use SUGGESTED LEARNING EXPERIENCES VES II. Outside Resource and I. Student-Centered in class will. Community Activities ges & activity A. Local research A. Classroom activity zht 1. Locate a farmer 1. Discuss the relative the on "land contract" advantages in resources & discuss if he before the war & compare will; feels it is a it to how productive the war waste of land. land was after the war aste 2. Locate "junk yards" with in the North & to see if useable ictions. South. 2. Investigate how good land is being fertile lands were ruined destroyed. especially in the South & how the breakup of the plantations increased the social & economic problems Why was the rebuilding of %land productively such a slow process? 3. Study "Sherman's progress from Atlanta to Savannah" destroying crops, railroads, bridges & farms & devasta-ting the countryside on the : Chart Sherman's march graphically-student illustrations, interviews with historical victime, southern

farmers, etc.

Resource and Reference Materials

Continued and Additional Suggested Le

Publications: The Stakes of Power, Ray F. Nichols, New York, Hill & Wang, 1961

# Audio-Visual:

Films:

(McGraw) Part I, 27 min. The Land, Fart II, 27 min. B&W (EBF) The Plantation South 12 min. B&W McGraw Book Co. 330 W. 42nd St., New York, N.Y. (EBF) Encyclopedia Britannica Films, Inc. 425 North Michigan Ave., Chicago, Ill. 60611 Ave., Chicago, Ill. 60611 To illustrate modern problems,

Man's Impact on his Environment, BAVI, \$7.50.

ide. Hanglit diament to the collection of the co gerther we version are citate. this various, violine, solven, Continued and Additional Suggested Learning Experiences

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produce long-term environmental losses. BEHAVIORAL OBJECTIVES Cognitive: Using the logging history of Wis. as an example, the student will be able to list environmental insults resulting from short-term outlooks & be able to identify one in detail. Affective: After the student examines the impact of logging on Wisconsins environment, the student should suggest countermeasures for rehabilitating the environment. Skills to be Learned Map\_making Identify Writing a play Drawing

C 10. Short-term economic gains may

Discipline Area Social :

Subject

U.S. His

Problem Orientation Land

SUGGESTED LEARNING EX I. Student-Centered in class

activity

A. Classroom

1. Map the state of Wis. showing forest lines in

1848, 1900, 1950, & 1970. 2. List the changes that took place as the forest resource was removed.

3. Write a play based on the logging of Wisconsin & the long-range effects.  $^{\text{AC}}$ 

4. Draw a picture or make a model of a logging camp or saw mill.

5. Divide the class into groups of 3-5 students & have each group find another example of environmental change. After time for research, construct a list made by students possibly to include mineral depletion, soil erosion, water shed, etc. & share the composite listing.

gains may Discipline Area Social Studies ronmental Subject U.S. History Problem Orientation Land Use Grade SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class Outside Resource and activity Community Activities A. Classroom A. Outside classroom 1. Map the state of Wis. 1. Forest ranger to showing forest lines in 1848, 1900, 1950, & 1970. talk on restrictions on today's lumbering & other conservation took place as the forest methods. resource was removed. 2. Field trip to county 3. Write a play based on the Historical Society. logging of Wisconsin & the Students write a long-range effects. report on the trip. 4. Draw a picture or make a 3. Take pictures around model of a logging camp or local area where saw mill. logging took place & 5. Divide the class into groups of 3=5 students & have each what land is it used for now. Develop group find another example of a case study.... environmental change. After time for research, construct a list made by students possibly to include mineral depletion, soil erosion, water, shed, etc. & share

the composite listing.

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Publications:  Materials from Wisconsin Historical Society, Madison, Wis.  Wisconsin Story - Text American History - Text  Audio-Visual: Films: Logging in Wisconsin About 1938; No. 0791, \$2.00, BAVI Lumberman, No. 1304, \$5.25, BAVI Zumberman, No. 1304, \$5.25, BAVI Limberman, No. 1304, \$5.25, BAVI Society Madison, Wisconsin About 1938; The Madison of	Resource and Reference Materials	Continued and	Additional	Suggeste
Materials from Wisconsin Historical Society, Madison, Wis. Wisconsin Story - Text American History - Text  American History - Text  Audio-Visual: Films: Logging in Wisconsin About 1938, No. 0791, \$2.00, BAVI Lumberman, No. 1304, \$5.25, BAVI Limberman, No. 1304, \$5.25, BAVI Limberman, No. 1304, \$5.25, BAVI Limberman, No. 1304, \$5.25, BAVI Since Hook Limbert County Historical Since Hook Library State Forest Ranger  State Forest Ranger  Limbert County Historical Since Hook Library State Forest Ranger  Limbert County Historical Since Hook Library State Forest Ranger  Limbert County Historical Since Hook Library State Forest Ranger  Limbert County Historical Since Hook Library State Forest Ranger  Limbert County Historical Since Hook Library State Forest Ranger  Limbert County Historical Since Hook Library  Limbert County Historical Since Hook				''
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duplicated 11. Individual acts, O Discipline Area produce significant Socia N or compounded, environmental alterations over time. Subject P Problem Orientation SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Student-Centered in class II Cognitive: The student will explain in detail how one of activity A. Develop the theme, "The today's major ecological problems resulted from some West was developed because past period of history, such of science and technology as the era of Closing the B. Bring this study into relevance today: Frontier. 1. Destruction of buffalo Affective: The student will and treatment of demonstrate his awareness of the fact that individual Indians. actions affect the environment by describing in a newspaper type article (letter to the 2. Land taken up by RR rightaways and government gifts. editor) one local environ-3. Mining towns rise and mental problem which was mainly fall-waste, misuse of caused by individuals(and earth, etc. Discuss how these have led to some of today's suggest-remedies). Sidles to be Learned ecological problems. Letermining cause and effect C. Debate-Resolved: "Indivirelationships Debating skills dual misuse of resources can lead to nationwide Letter writing skills problems. Map work Newspaper writing

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Discipline Area Social Studies U.S. History Subject Misuse Grade Problem Orientation SUGGESTED LEARNING EXPERIENCES Student-Centered in class II. Outside Resource and Community Activities activity Study local history -- for A. Develop the theme, "The land use problems -- maybe West was developed because people were forced off their land for "progress." of science and technology B. Bring this study into Guest speaker if possible. relevance today: Write to or visit nearby 1. Destruction of buffalo museums for information on and treatment of the Westward Movement. Indians. C. Mapwork TOn a map of the 2. Land taken up by RR Great Plains locate: rightaways and governa. Railroads ment gifts. b. Trails West c. Indian tribes Mining towns rise and fall-waste, misuse of of d. Major mining areas, etc. earth, etc. Discuss how these have led to some of today!s ecological problems. C. Debate-Resolved: "Indivi dual misuse of resources can lead to nationwide

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pp. 409-425. Macmillan.		
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Continued and Additional Suggested Learning Experiences

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should not encroach upon or violate the incividual right of others. BEH VIORAL OBJECTIVES Cognitive: The student will write an essay of 500 words on American Imperialism & justify that it was an encroachment on the individual rights of others. Affective: The student will show an understanding of private cwnership as stewardship & that it doesn't encroach on the rights of other incividuals by listing 5 local firms that illustrate this viewpoint. Skills to be Learned Research Reading Writing Speaking Drawing

C 12. Private ownership must be

regarded as a stewardship and

Discipline Area Socia

Subject

U.S.

Problem Orientation St

SUGGESTED LEARNING

I. Student-Centered in class activity

A. Classroom

- 1. Read the readings and observe the films.
  Debate: America should annex the Philippine Islands.
- 2. Report on the following topics:
  - a. Obligation to spread Angle-Saxon institution
  - b. Duty to bring civil & religious liberty to areas of the world
  - c. Geographic & devine justification for annexation
  - d. Historical supremancy in the world
  - e. Anglo-Saxon racial traits superiority
  - f. Commercial & strategic importance of expansion
- Cartoons representing

   a. Humanitarian & religion
   benefits of annexation
  - Philippines.
    b. Opposition to the annexation of the
- Philippine Islands. 4. Make a bulletin board (c

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Discipline Area Subject **vi**olate

Social Studies

U.S. History

Problem Orientation Stewardship

Grade 11

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Classroom

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1. Read the readings and observe the films. Debate: America should amnex the Philippine Iskands.

2. Report on the following topics:

a. Obligation to spread Anglo-Saxon institutions

b. Duty to bring civil & religious liberty to areas of the world

c. Geographic & devine justification for annexation

d. Historical supremancy ...in the world

e. Anglo-Saxon racial traits superiority...

f. Commercial & strategic . importance of expansion cartoons representing

a. Humanitarian & religious benefits of annexation of

Philippines. b. Opposition to the annexation of the Philippine Islands.

Make a bulletin board (cont

II. Outside Resource and Community Activities A. Out of classroom

1. Study & read history of local community & their industry.

2. Debate: Resolve local private industry is a form of imperialism on a small scale.

3. List examples of how private ownership encroached on individual rights in local community.

Write a report. (or give orally) on the topic, Local ownership performs stewardship & does not vlolate the rights of individuals.

## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed

In commenting on each episode used in your class, you may wis format. Please feel free to adapt it and add more pages. Let u comments - negative and positive.

- I. Behavioral Objectives A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
  A. In Class:
  - B. Outside & Community Activities:
- IV. Suggested Resource & Reference Materials (specific suggestions & comments)



## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

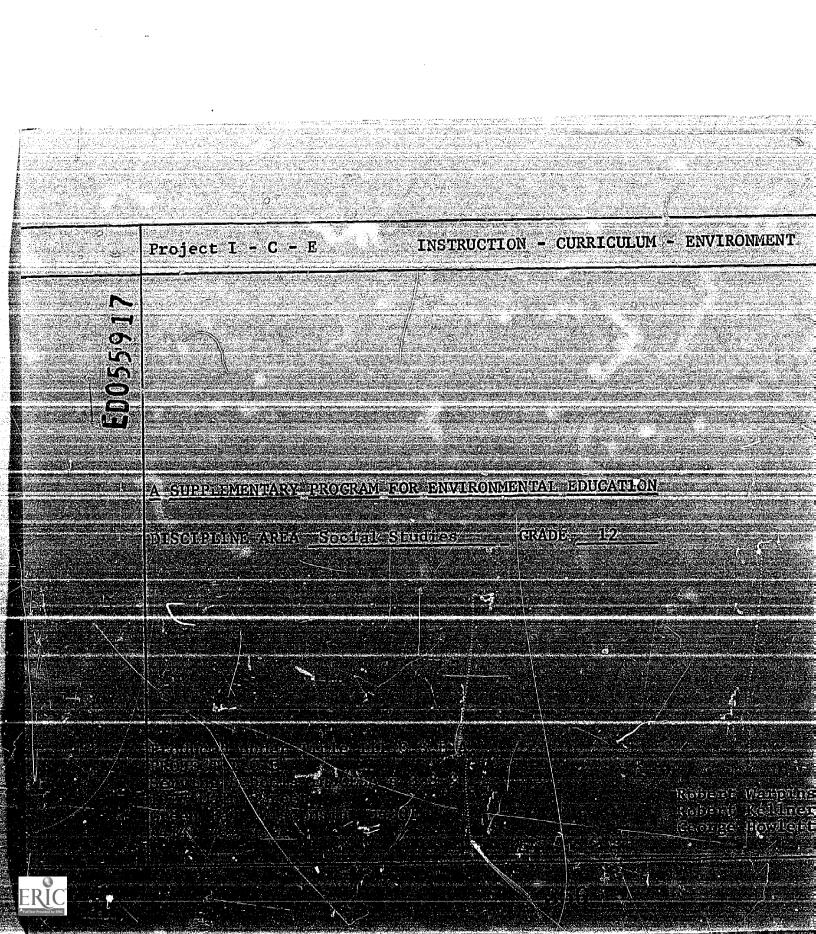
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## INSTRUCTION - CURRICULUM - ENVIRONMENT

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PREFACE

If you wish to excite students about their environment of over a hundred teachers, year long meetings, a summe ecologists, this guide means realistic, developed aid which have directed teachers in writing and editing the 1. This guide is supplementary in nature and the episod

ces -- to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you to adapt, adopt, or use. By design, the range of sumentation and usage are even wider. Many episodes others can be changed in part or developed more keep possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested The reasons are simple. No guide has all the unless viewed in the context of your classroom situ give it a triple reading, check over the resources prime your students, and seek help. The Project per knowledgement page stand ready to aid your efforts.

4. The Project Resource Materials Center serves all CE private. We will send available materials pre-paid

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your scl Center materials. Please offer suggestions, commen

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it w suggestions on the episode pages or use the attached <u>lected</u> in late May next year and will be used in our reactions and suggestions--negative and positive. in the episodes may refer to specific, local communi cases, individual school districts and teachers wil stitutes. A list of terms pertinent to the episodes

7. Ecologists and other experts have simplified the iss Creation's beauty and complexity--often noted as the and human energy to save. A year's work by a hundre gesture. Without you, their work will crumble, and let us live to think, feel, and act in harmony with

l. Cognitive means a measurable mental skill, abilit

2. Affective refers to student attitudes, values, an

3. APWI means Acceptable Performance Will Include (1 4. EPA - Environmental Problem Area



ts about their environment, help is ready. Thanks to the efforts ar long meetings, a summer workshop, university consultants and ealistic, developed aid for you. Please note the following ideas n writing and editing this guide. in nature and the episodes are designed -- at appropriate instanlogical course content. suggestions. Since you know your students best, you decide what y design, the range of suggestions is wide; your chances for exper-n wider. Many episodes are self-contained, others open-ended, still rt or developed more keenly over a few weeks. These built-in explore. e episodes and suggested learning experiences but please prele. No guide has all the answers and no curriculum will work t of your classroom situation. Thus, before trying an episode, heck over the resources listed, make mental and actual notes, ek help. The Project personnel and teachers listed on the ackady to aid your efforts. Feel free to ask their help in pre-planning. als Center serves all CESA 3, 8, and 9 area schools--public and lable materials pre-paid. Call for any help, materials, or to Bibliography ir your school library for available Resource ffer suggestions, comments, or advice--at any time--so that this lp each other. uide by reacting to it with scratch ideas, notes, and extended pages or use the attached evaluation format, which will be colr and will be used in our revisions. We sincerely want your negative and positive. Please note that some resources listed o specific, local community resources or conditions. In such stricts and teachers will have to adopt local or available subpertinent to the episodes is below. s have simplified the issue--survival--vours, mine, our students, exity--often-noted as the work of a genius--will take our genius

A year's work by a hundred of your fellow teachers is a saving rework will crumble, and so might we all--literally. Instead,

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rformance Will Include (Labels a cognitive or mental performance.)

Editorial Board

and act in harmony with our world.

PREFACE

ACKNOWLEDGEMENTS: The following teachers and consultants participate of the Supplementary Environmental Education Guide

CESA #3 Eugene Anderson, Peshtigo Laura Berken, Gconto Falls Willard Collins, Crivitz John Cowling, Niegara Nicholas Dal Santo, Pembine Robert Dickinson, Oconto Ann Fuhrmann, Marinette Lillian Goddard, Coleman William Harper, Lena Robert Herz, St. James (L) Ester Kaatz, Wausaukee Michael Kersten, Suring Douglas Koch, Cath. Central Donald Marsh, Bonduel David Miskulin, Goodman Don Olsen, Shawano Elmer Schabo, Niagara Marion Wagner, Gillett Ruth Ward, Crivitz George Kreiling, Marinette Marg. McCambridge, White Lake Virginia Pomusl, White Lake Gailen Braun, Lena Kay DePuydt, Gillett Lousene Benter, Gillett

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Rev. P

Robert

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Roy Lu

Sister Jim Ma

Joyce

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Gloria

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Robert Dennis

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Robert Cook, UWGB Dennis Bryan, UWGB

Ednajesa Purcell, OSU David West, Lawrence U

1. Energy from the sun, the basic source Discipline Area N of all energy, is converted through plant photosynthesis into a form all Subject Problem Orientation living things can use for life pro-SUGGESTED LEARNING E BEHAVIORAL OBJECTIVES Student-Centered in class Cognitive: Students will activity be able to list at least 1. Class discussion on the 3 renewable, non-renewal, importance of the sun as and flow resources & be a resource. able to identify the sun 2. Have students construct a as the resource basic to flow chart depicting flow all life processes. Affective: All students of sun's energy through will participate in an the ecosystem. 3. Divide the students into evaluation of resources groups to rank-order the and energy sources with every student contrivarious resources. buting to class discus-4. Film: Sun's Energy sion at least once. 5. Cartooning exercise depicting man's relationship with sun through Skills to be Learned Improve discussion skills history Give students experience 6. Research: Alternative uses of the sun's energy. in creative expression (heating, powering autos, through cartooning acti-Develop decision-making techniques through rank-

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I. Studen activity 1. Class import a reso 2. Have flow c of sun the ec 3. Divid groups variou 4. Film: 5. Carto pictin ship w histor 6. Resea uses o	discussion on the ance of the sun as urce. students construct a hart depicting flow 's energy through osystem. e the students into to rank-order the s resources. Sun's Energy oning exercise degrant's relation— ith sun through	NG EXPERIENCES  II. Outside Resource and Community Activities  1. Have students take an inventory of observable renewable, non-renewable, and flow resources in the community.  2. Frip to local cannery for an expedition of thermal planting techniques used by canneries for staggering maturity of production:

Continued and Additional Suggested Resource and Reference Materials Publications: Our Changing World, Laidlow Brothers, 1969. On Man and His Environment, Samuel Klausner, Jossey-Bass, Inc. Comprise the comprehensive statement of the control -Audio-Visual: Films (Production Of Vertical Control Sun's Energy, BAVI #6949 Develop bulletin boards using students cartoons. Communit Agriculture mans-mused as as as a second rescurce person.

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## Continued and Additional Suggested Learning Experiences

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Subject E forming an intricate unit called an Problem Orientation Int T ecosystem. SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Cognitive: Students should I. Student-Centered in class be able to list 5 informal activity A. Class work & formal regulations 1. Divide the class into imposed upon them as necessary for successful groups to develop a list interaction in their of minimum regulations school & community environnecessary to keep order in their school or ment. Given a copy community. Affective: 2. Students should examine of their school or local laws, the individual can a copy of the Constitution & compare it to local & identify in an essay, school rules for comparison values commonly held & be able to make recommendapurposes. 3. Students take part in a tions for revision if panel discussion after deemed necessary. researching material titled, "Informal vs formal rules" Skills to be Learned and the effectiveness of Identify the different each". forms of regulation -4. Students write skits 💸 formal & informal depicting the interdependence Improve interviewing of individuals. techniques Conduct—a survey of fellow. Creative bulletin board ... students as to some of the expenience. more effective informal laws Verbalization of concepts governing relationships amor individuals. 6. Students should be encourag to contact their Student Co. representatives to voice the

2. All living organisms interact among

N themselves and their environment.

Discipline Area Socia

opinions on courses of actio

Polit

ms interact among Discipline Area Social Studies environment. Political Science Subject unit called an Problem Orientation InterdependencyGrade SUGGESTED LEARNING EXPERIENCES EVES II. Outside Resource and I. Student-Centered in class ould Community Activities activity rmal A. Outside work A. Class work 1. Student repre-1. Divide the class into sentatives could groups to develop a list visit their local of minimum regulations government seat to necessary to keep order ronbe briefed on in their school or local ordinances community. & procedures. 2. Students should examine **1**1 a copy of the Constitution 2. Interview a an ---school-official & compare it to local & 🐎 👑 for an explanation school rules for comparison of formal policy purposes. Students take part in a & its rationale as governing the panel discussion after student behavior researching material titled, & inter-relation-"Informal vs formal rules and the effectiveness of ships. 3. Students develop each! . Students write skits role-playing... depicting the interdependence experiences to .....illustrate how of individuals. 5. Conduct a survey of fellow. informal laws may students as to some of the pbegas strong as 🦠 more effective informal laws offormal lews. i.e The treatment of epts governing relationships among an individual by: individuals. others who contin Studentskshould be encouraged uously belches in to contact their Student Council representatives to voice their

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opinions on courses of action.

Publications: Books:	ు దిత్రాంగిందిందింది. ఇక్కుడు కండించింది.	
Comparative Political Systems, Edwin Fenton, ed., Holt-		
Rinehart & Winston. Capital, Courthouse, & City Hall,		personal and some
Bob Morral, Houghton-Mifflin Political Institutions: Readings	o gett obertaussen little daget og til	
in Political Science, Howard Hamilton, ed.	lankin sai silakalari	
	All professional and resident to the second	
an supermitto impiral	almue sons vi	1 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
Andio-Visual:		
#A OverTay depicting examples of informal & formal regulations		Jania (A. 1975) 1 Jania - Jania (A. 1975) Lagget A. 1975
Interdependence of Man	En 1721 Digital	
Filmstrip;> Taw formads Francisco 1001 40 4		
Community:	a unital seedo. Tarretta seedos	CARATILLA BATTAN BATTAN BATTAN BATTAN BATTAN BATTAN BATTAN
	t ar en	
Local Government officials  School Board members  School officials		r Algo
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	Constituted the constitution of the constituti	iche sulle beleed de l' SW 1995 sull Marie de Marie Soll Marie de Augus selson sulles
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Resource and Reference Materials

Continued and Additional Suggest

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	C 4. An adequate supply of pu	ıre	
	0 N water is essential for life	Discipline Area Soc	ial
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	P T	Problem Orientation	Wate
	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI	NG E
-	Cognitive: Students will	I. Student-Centered in class	
	be able to write an essay	activity	- 1-
	pointing out several	A. Class play - Simulation	
LT.	! seemiles to our nums water	Game, titled Dirty Water	
1	supply, with each student	B. View film, Nature's Plan.	
Ç	being able to identify a	C. Listen to record, Pollution	1,
Ηļ	minimum of 3 insults.	by Tom Lehrer.	
جد	Affective: Given a	D. Construct a bulletin board	
မှ	description of the degrad-	using pictures from contem-	
Ö	ation of a pure water	porary magazines.	
占	supply, the individual	E. Class discussion of the	
	can identify the problem	alternatives to clean water	
7		in the future. F. View filmstrip titled, Wate	ייינ
L K K	suggest a plan for alleviating the situation.	Pollution.	<u>:</u>
	STIEVIACING CHE SICKACION.	G. Construct a model of the	\$30 H -7
70-01	Skills to be Learned	hydro-graphie.	
2	Investigating techniques		
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5	Decision making in		10 m
	selecting alternative		75/37
H	actions		
H	Listening skills		
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f pure Discipline Area <u>Social Studies</u> life. P.O.D. (Conserving our Nat'l Wealth) Subject Problem Orientation Water PollutionGrade SUGGESTED LEARNING EXPERIENCES II. Outside Resource and I. Student-Centered in class Community Activities activity A. Students collect water A. Class play - Simulation Game, titled Dirty Water B. View film, Nature's Plan samples for a display showing contaminated C. Listen to record, Pollution, water. B. Students visit municipal by Tom Lehrer. waste disposal plant. D. Construct a bulletin board C. Students take pictures using pictures from contemof insults to water in porary magazines. Tthe area. (Rivers, lakes, E. Class discussion of the marshes, stagnant water) alternatives to clean water ) Develop a case study. D. Students interview local in the future. F. View filmstrip titled, Water government leaders to Pollution. G. Construct a model of the check on local measures related to pollution. hydro-graphic. E. Visit municipal water department to check purification standards & water treatment & William ? sources. staw legisiawa Fremist of Addition Inches Industrial toethadethan energy of the units to the contra

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Resource and Reference Materials Continued and Additional Sugges Publications: Books: The Challenge of Democracy, McGraw-Hill Our Changing World, Laidlaw Bros. Man & His Environment, NEA Crisis of Survival, Scott-Foresman r svinska krajše i a Audio-Visual: tolk but he Water Poljution-NEA, 01971 Nature's Plan, #1942; \$5.00 Record-Follution, Tom Lehrer, Crown/Records and the Crown Records i karisma i meetaenii. Karisma nimisiisi Bulletim Board, Pictures depicting water-politation of motion Municipal Sewage Treatment Plant Industrial technicians University personnel Dept: of Natural Resources



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Plant			+310	in all. S s inten	orina Grecy seri Grecy seri

5. An adequate supply of clean air is Social Discipline Area N essential because most organisms Problem E depend on oxygen, through respiration, Subject Problem Orientation Air Poll T to release the energy in their food. SUGGESTED LEARNING EXPER BEHAVIORAL OBJECTIVES Out. Student-Centered in class II. Cognitive: Students will Comm be able to list 5 effects activity of polluted air on their 1. Students are given an " l. Si opportunity to develop carlife & the economic imνi pact as well as biological ci toons illustrating the fi problem of clean air. problems of unclean air. Affective: Students will ta 2. Students collect newspaper 2. S demonstrate an increased & magazine articles for a at awareness & concern for scrap book on air pollution fr environmental problems. 3. Students construct an atti 3. S tude questionnaire on clear Skills to be Learned in air to survey their class-Interviewing techniques me. mates' & parents' attitudes. Skill at constructing a 4. Students research & give en valid questionnaire , an oral report on new re-Ability to sort information for relevance to gulations on air pollution 5. View filmstrip & listen to the local situation. νj. accompanying record on air Students are given a creative experience thru ...pollution. 6. Students view film on air cartooning. pollution. 7. Students write to their Congressman urging tougher policies.

ERIC

y of clean air is Social Studies Discipline Area st organisms Problems of Democracy Subject rough respiration, Problem Orientation Air Pollution Grade gy in their food. SUGGESTED LEARNING EXPERIENCES IVES Outside Resource and Student-Centered in class II. vill Community Activities ects activity 1. Students conduct an inter-1. Students are given an ' eirview of the director of the opportunity to develop carcity sanitary landfill to rical toons illustrating the find out regulations perr. problem of clean air. taining to their community. W111 2. Students administer their 2. Students collect newspaper sed attitude questionnaire to & magazine articles for a  $\mathtt{pr}_{\cdot}$ friends & family. scrap book on air pollution. 3. Students take pictures of 3. Students construct an atti insults to their air environtude questionnaire on clear ment for viewing in class. air to survey their classues 4. Take a class trip to view mates' & parents' attitudes. g a environmental insults in  $\epsilon_{n_i}$ 4. Students research & give the local community. an oral report on new re-5. Visit the incinerator to gulations on air pollution to view efforts made at cleaning 5. View filmstrip & listen t accompanying record on air the air. 6. Interview city officials pollution: hru 🏻 6. Students view film on air as to regulations related to burning permits. pollution. 7. Students write to their Congressman urging tougher policies.

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Continued and Additional Suggeste Resource and Reference Materials Publications: The Challenge of Democracy, Blaich & Baumgartner, McGraw-Hill. On Man In His Environment, Samuel Klausner. The Crisis of Survival, Scott, Foresman & Co. Audio-Visual: Filmstrip, Air Pollution NEA, Film, Gifts, U. S. Dept. of the Interior. en andrecondrate of the fills Community: 11 Director of the local sanitary landfill. Teachers of environmental science was a same warm Guest speaker from local industry and a forest and manner of the con-

Continued and Additional Suggested Learning Experiences 1sich ar 1907 - Loddon an Gargard F earth and other and a grown of the harmon's first ATEMINIST OF THE SECTION OF THE are the Landshop with the contract of the cont was been really as the control of 一。我们是这种政策大学,从多的位生。当时才

time and greatly affect the geographic conditions and quality of life. BEHAVIORAL OBJECTIVES Given a list Cognitive: of developed & undeveloped countries, the student will be able to match them with a list of geographic conditions & natural resources with 90% accuracy. Upon completion, the student will develop 3 conclusions regarding these characteristics of the countries & the quality of life there. Affective: Students will judge the degree of difficulty in improving quality of life without natural resources by making & comparing lists of similar U.S. & Japanese stan dards of living & the source of the natural resources required to achieve these stan dards. Suggest ways of improving the distribution & utilization of natural resources to improve the world

6. Natural resources are not equally

distributed over the earth or over

Skills to be Learned
Library research
Chart reading
Small group work

life quality.

Discipline Area Soci

Subject

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Problem Crientation

SUGGESTED LEARNING E

 Student-Centered in class activity
 The class will be divided into 3 groups as follows:

Unit I - researches charts & maps locating geographic conditions & color code them on blank map.

Unit II - researches charts & maps locating natural resources & color code

resources & color code them on blank maps. Unit III - researches charts

& maps locating developed & undeveloped countries & color code them on blank

2. Re-divide class into small groups with at least one member of each unit in the new groups. The new groups will list common conditions & resources of "developed" as opposed to "underdeveloped" countries. Small groups discuss the effects on quality of life in these countries.

3 Each class member will choose an individual underdeveloped country & any developed country & use the information gathered about them to compose the quality

(Cont

are not equally Social Studies Discipline Area earth or over Problems of Democracy Subject ect the geographic Natural Resources Grade 12 Problem Orientation ty of life. SUGGESTED LEARNING EXPERIENCES IVES Outside Resource and Student-Centered in class st Community Activities oped activity Interview people in the 1. The class will be divided will community who have recently with into 3 groups as follows: visited foreign countries Unit I - researches charts ondito gain their impressions & maps locating geographic ces conditions & color code of country development & n comstandards of living, etc. ill them on blank map. Foreign exchange students. Unit II - researches charts regar-& maps locating natural tics quaresources & color code them on blank maps. ill Unit III - researches chart fficulty & maps locating developed flife & undeveloped countries & ces by color code them on blank ts of esstan 2. Re-divide class into smal groups with at least one mensource ber of each unit in the new es re≒ e stan groups. The new groups will list common conditions & re sources of "developed" as imon & opposed to "underdeveloped" recountries. Small groups dis world cuss the effects on quality of life in these countries. 3: Each class member will choose an individua∜ underdeveloped country & any developed country & bse the information gathered about them to consose the quarity

Resource and Reference Materials

Publications:

Our Changing World, Laidlow,

maps, charts

The Problems & Promise of

American Democracy, McGraw-Hill

Ch. 6 & 8.

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Continued and Additional Su

I. (Cont.)
of life in each as determined resources.

Audio-Visual:

Film:

Conservation Road: Story of Natural Resources - BAVI #0458

Community:
 people in local community who
 have traveled in foreign
 countries

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Continued and Additional Suggested Learning Experiences Materials I. (Cont.) llow, of life in each as determined by their resources. The state of the s Control of the state of the factor of the control of representation office. Cultural COLLEGE TO THE OF BUREAUTY elpirav eny principa of extra Light Ham isolated. more chambing that its aspocks.

0 N economic conditions, population growth, Discipline Area Social S E and increased leisure time have a great Subject P T influence on changes in land use and centers of population density. BEHAVIORAL OBJECTIVES Students will Cognitive: choose a section of a map of the locality and trace the development of the use made of the land as affected by the factors listed in the concept. This objective will require creation of a photographic case history or construction of a map or model of the section plus a report describing it. Affective: Given a copy of the "Ten Commandments of the New Earth," the student will select five examples of virtuous actions according to these commandments and five environmental sins. Skills to be Learned Research from varied sources; primary and secondary Photography or map/ model construction Interview techniques Investigation in the

SUGGESTED LEARNING E Student-Centered in class activity

Problems

Problem Orientation Land

Factors such as facilitating transportation,

Distribute maps of the National System of Interstate and Defense Highways. Discuss the effects of this system on land use and population centers.

Students will divide into teams and select a section of the community or locality from a map which has been divided into sections.

Teams determine format of their report and the choice of making a model/map of the section or a photographic case history of it.

facilitating transportation,

, population growth, Discipline Area Social Studies

re time have a great Subject

Problems of Democracy

s in land use and

Problem Orientation Land Use

SUGGESTED LEARNING EXPERIENCES

Grade 12

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Student-Centered in class activity

- Distribute maps of the National System of Interstate and Defense Highways. Discuss the effects of this system on land use and population centers.
- Students will divide into teams and select a section of the community or locality from a map which has been divided into sections.
- Teams determine format of their report and the choice of making a model/map of the section or a photographic case history of it.

- Outside Resource and Community Activities
  - 1. Go to the library (school and public) the historical society, museum, old files of the local newspaper, county records, etc., to research changes in their sections through the years.
- 2. Interview elderly residents of the section about how the factors in the concept have changed land use and the centering of the or population.
  - Teams take field... trios to investigate their section and record details for their maps or photograph section for their case history.

Continued and Additional Suggested Resource and Reference Materials Publications: Maps of National System of Interstate Highways, U.S. Dept. of Transportation Cur Changing World, Laidlaw, Chapters 28 and 29 The Diligent Destroyer, Doubleday Problems and Promise of American Democracy, McGraw-Hill, Webster Ten Commandments of the New Earth, Milwaukee Journal, July 9, 1971 Audio-Visual Film: Bulldozed America, BAVI, 6429 Filmstrip: Land Pollution, from set Environmental Pollution: Our World in Crisis, Code 70W3800, Ward's Natural Science Establishment cally this decises allega-Simulations: Tracts, Instructional Simulations, Inc., TO OF SYLESPOOR B SOLEHER TO St. Paul, Minn. 55114 gerfice in the indicate and are City II, Environmetrics, Washington, D.C., 20036 Instamatic, camera for making slides. Librarians ... Local historians... Local newspaper records Local government records Museum curators

## Continued and Additional Suggested Learning Experiences

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C 8. Cultural, economic, social, and Discipline Area N political factors determine status Subject E of man's values and attitudes Problem Orientation Att toward his environment. SUGGESTED LEARNING E BEHAVIORAL OBJECTIVES Student-Centered in class II. Cognitive: The students I.  $\overline{\text{Will be atle to examine a}}$ activity 1. Discuss deviant behavior case study of deviant behain an attempt to arrive at vior and apply principles mutually agreeable definilearned from Melton's Theory of Deviance in tions. 2. Divide class into groups developing an explanation of 5-6 to develop stereotypes of the case. of the typical environmental Affective: Students will criminal & professional crim give an example of a common environmental deviinal. 3. Show film: Criminal Is Born ant behavior and support a plan for eliminating and Crossroads of Life. 4. Read Melton's "Theory of contributing factors/ Deviance" and discuss applicauses. cation to recent deviant Skills to be Learned acts e.g. reported in news-Developing questionnaires papers, TV, periodicals. Fxtrapolation skills 5. Develop a questionnaire for home use i.e. effect of violence on TV, on development of attitudes. Interview techniques

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social, and Social Studies Discipline Area mine status Crime, Sociology Subject itudes Grade 12 Problem Orientation Attitudes SUGGESTED LEARNING EXPERIENCES Outside Resource and Student-Centered in class II. Community Activities activity 1. Visit local jail & inter-1. Discuss deviant behavior view official regarding backin an attempt to arrive at grounds of the prisoners. mutually agreeable defini-2. Guest speaker - social tions. 2. Divide class into groups worker. 3. Questionnaire of neighborof 5-6 to develop stereotypes hood in relation to violence of the typical environmental on TV and child-rearing. criminal & professional criminal. 3. Show film: Criminal Is Born and Crossroads of Life. 4. Read Melton's "Theory of Deviance" and discuss application to recent deviant acts e.g. reported in newspapers, TV, periodicals. 5. Develop a questionnaire for home use i.e. effect of violence on TV, on development of attitudes.

Resource and Reference Materials

Publications:

Melton's "Theory of Deviance"
local newspapers
news periodicals
The Challenge of Democracy, Ch. 22

McGraw-Hill.

Continued and Additional Suggested

Audio-Virual:

Criminal is Born, #0504, BAVI Crossroads of Life, #3000, BAVI

Community:

county jail social workers family & neighbors

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Continued and Additional Suggested Learning Experiences erials e" Ch. 22 BAVI

C 10. Short-term economic gains may Discipline Area Social N produce long-term environmental Subject Economi E losses. Problem Orientation Lan SUGGESTED LEARNING E BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: Given a list of activity alternative land uses, the A. Classroom students can extrapolate possible environmental 1. Students view a film, Bulldozed America. impact of warious choices. 2. Play simulation game. Affective: Students display Ecology: The Game of Man acceptance of conservation and Nature. practices by developing a 3. View filmstrip, Nature plan for preservation of of the Crisis. natural local resources. 4. Construct a builetin board depicting the Skills to be Learned abuse of the landscape Reserach techniques for short-term economic Interviewing gains. Verbalization through role 5. Role playing episode playing dramatizing conversation Interpreting between a conservationist & entrepreneur, highway commissioner & preservationist, etc. 6. Class discussion of examples of short-term economic decisions. 7. Class report on village or city ordinances governing land use.

gains may Discipline Area Social Studies ronmental Economics Subject Land Use Problem Orientation SUGGESTED LEARNING EXPERIENCES ES II. Outside Resource and Student-Centered in class οſ Community Activities activity he Outside classroom A. Classroom 1. Have students develop 1. Students view a film, a case study of local Bulldozed America. area, pointing out Play simulation game, play ravagings of local Ecology: The Game of Man on landscapes. and Nature. а 2. Interview the people 3. View filmstrip, Nature responsible for local of the Crisis. zoning. 4. Construct a bulletin 3. Check abstract of board depicting the parents property to abuse of the landscape determine former use of for short-term economic the land before 1t was gains. developed for residential 5. Role playing episode dramatizing conversation use. 4. Research in the library between a conservationist for oral reports on & entrepreneur, highway recent obvious abuses commissioner & preservafor short-term gains. tionist, etc. Take a field trip to 6. Class discussion of - observe new highway examples of shore-term construction or housing economic decisions. development, etc. 7. Class report on village 6 Film a stream improveor city ordinances ment project to show governing land use. - counter-measure attempts.

Resource and Reference Materials Tublications: The Problems & Promises of American Democracy, McGraw Man's Control of the Environmentto determine his survival...or to lay waste his planet, CESA 9 Office On Man in His Environment, Sam Klausner The Diligent Destroyers, Geo. Laycoch abir in orthograph w Audio-Visual: Simulation game, Ecology: The Game of Man & Nature Film: An and the state of the s Bulldozed America, BAVI, #6429, Filmstrip: Nature of the Crisis, Wards en rachitan and the table ~ Educational Filmstrip Bulletin board depicting "Rope of the Landscape"... welve orlaring of the Eduation and sections in konya ekon e reemieri vramiti spinskaministik.. did the section i no Bironan Lano acc Communicy: Representative of the Dept. of pode delentr rain a**cu**rate est.Es Natural Resources , , , , , , , , , alegrand for equipment Zoning Board of the local city "or community " or and economic decise established CM restrict aculta -A local developer Head of park recreation er screenings hard to Member of Regional Planning Board

# Continued and Additional Suggested Learning Experiences

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11. Individual acts, duplicated .N or compounded, produce significant Discipline Area Soc IE environmental alterations over time. Subject ΗP Problem Orientation  $\mathbf{T}$ SUGGESTED LEARNIN BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: Student will be able to demonstrate a activity knewledge of drugs through A. Present a panel on drug abuse, using information gained from library an objective test at the completion of the episode. Affective: To appreciate and respect how an individual research. B. Film: Insight or Insanity C. Debate: Legalization of is capable of self-destruction by the taking of drugs, the learner will marijuana. D. Role Playing : Drug Users volunteer to work one and counselors. day at the drug abuse center. Skills to be Learned Verbalization of attitudes Research Skills in Role Playing

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blicated Social Studies significant Discipline Area hs cver time. Subject Social Studies Problem Orientation Drug Abuse Grade' SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class II. Outside Resource and Community Activities activity A. Visit Drug Rehabili-A. Present a panel on drug abuse, using information tation Center. B. Visit hospital -gained from library drug division. and research. C. Visit police head-B. Film: Insight or Insanity quarters drug C. Debate: Legalization of division. marijuana. D. Role Playing : Drug Users and counselors. bitsed mitsili 1967年 第四年基本主义的第三年共和国 Resource and Reference Materials

Continued and Additional Sugg

Publications:

Hubbard Scientific Co. Northbrook, Illinois Drug Abuse Packet

Washington Square Press

wheel one like the title

Audio-Visual:

Film the residence

Insight or Insanity Brown County Library (free)

Bulletin Board

Community:
Narcotics Agent Drug Rehabilitation Center Local Mospital Police Department

# Continued and Additional Suggested Learning Experiences

Skills to opering Verbelingtion of Abstract Torsers Skills in hore Flaving

12. Private ownership must be regarded as a stewardship and should not encrouch upon or violate P the individual right of others. BEHAVIORAL OBJECTIVES Student. Students should I. Cognitive: recognize political systems activity assign various values to Stude property rights and inter-rret the individual's relahist of ov tionsnip to property in Stude В. alternative manners. of pr Affective: Through the ownea use of an essay titled, Stude "Mar's Right to Private play: Property and Its Use" betwe administered at the Howa: beginning and end of the thei episode, measure shifts in Write attitudes and values vari relating to stewardship trib of private property. Stud map Ckills to be Learned for Ability to draw inferences from alternative methods of property ownership Develop skills at self expression through role playing and debate Analytical skills should be improved through examination of statistics

regarding current land

uses. (cont.)

Private ownership must be regarded as a stewardship and N should not encrouch upon or violate the individual right of others.

Students should

Through the

BEHAVIORAL OBJECTIVES

recognize political systems

rret the individual's relationsnip to property in

assign various values to property rights and inter-

alternative manners.

administered at the

attitudes and values

of private property.

use of an essay titled,

"Man's Right to Private Property and Its Use"

beginning and end of the

relating to stewardship

episode, measure shifts in

Cognitive:

Affective:

Discipline Area Comparative Studit

Subject

Social Studies

Problem Orientation Private Property

SUGGESTED LEARNING EXPERIENCE Student-Centered in class activity

Students research the historical background of ownership of property.

Students debate the merits of public vs. private ownership of property.

Students engage in role playing confrontation between Karl Marx and Howard Hughes, etc., and their attitudes.

Write ar essay describing various methods of distributing property.

Students construct a map showing land use for their community.

II. Outside Community

- Studen . A. invent commu to fir lands and pr
  - Stude local or de
  - Photo uses
  - D. Visit or st proje

Skills to be Learned Ability to draw inferences from alternative methods of property ownership Develop skills at self expression through role playing and debate Analytical skills should be improved through examination of statistics regarding current land uses. (cont..) -

ip must be Discipline Area Comparative Studies dship and Social Studies upon or violate Subject Problem Orientation Private Grade of others. Property SUGGESTED LEARNING EXPERIENCES IVES Outside Resource and Student-Centered in class II. hould Community Activities activity stems Students compile an Students research the to Α. inventory of their historical background tercommunity and/or state of ownership of property. relato find percentage of Students debate the merits n В. lands held privately of public vs. private and publicly. ownership of property. e Students interview Students engage in role playing confrontation local zoning board and/ e or development authority between Karl Marx and Photograph various land Howard Hughes, etc., and uses in the area. their attitudes. he D. Visit reclamation area s in Write an essay describing D. or stream improvement various methods of disproject. tributing property. Students construct a map showing land use Record and providing hear bearing for their community. istics

Resource and Reference Materials

Publications:

Comparative Political Systems,
Edwin Fenton, Holt-Rinehart,
& Winston
Capitalism, Socialism, Communism: A Comparison (pamphlet)
Basic Speech Experiences, Clark
Publishing Company
Constitutions of the United
States and the USSR

Audio-Visual:

Construct a collage showing various land uses.

Bulldozed America, (film)
issued free by Brown Co.
Library.
Slide presentation showing the local land use.

Community:

Zoning board
Regional planning board
Local representative of
D.N.R.

//Local farmer/industrialist, or developer

Continued and Additional Suggestills to be Learned: (cont.)
Map techniques should be impat mapping local land use.

Continued and Additional Suggested Learning Experiences ls Skills to be Learned: (cont.) Map techniques should be improved through experience at mapping local land use. t) tion of the state the ville all fixe The state of the s The Control of the Control a was the course of the contract of the contra and the second s i jedegando Eddejtsja m. a.s. uni PORTEROL WE OF RI tar Okumaon attara act le de le more de la comworld in the state of the state 

#### PROJECT I-C-E

Episode Evaluation (Reproduce or duplicate

In commenting on each episode used in your class, you format. Please feel free to adapt it and add more page and comments - negative and positive.

I. Behavioral Objectives
A. Cognitive:

B. Affective:

II. Skills Developed

III. Suggested Learning Experiences
A. In Class:

B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials (specific suggestions & comments)

#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

nting on each episode used in your class, you may wish to duplicate this suggested lease feel free to adapt it and add more pages. Let us know all your critiques so - negative and positive.

ioral Objectives gnitive:

fective:

Developed

ted Learning Experiences Class:

side & Community Activities:

ted Resource & Reference Materials fic suggestions & comments)



tal factors are limiting on f organisms living within their Discipline Area \_\_\_Social Studies us, each environment has a Subject Food, Clothing, Shelter Resources and Problem Orientation Pollution city. Grade 3 **OBJECTIVES** SUGGESTED LEARNING EXPERIENCES ents will be Student-Centered in class Outside Resource and II. ctors which activity Community Activities oth plants 1. After listing resources order to that our culture depends cular place. on to survive, discuss: children Which ones are renewable? h making a Which are not renewable? or pollution What change or results do ise use of you see for our culture if ources. we use up or pollute our nonrenewable resources. arned ind reference ipating in .ng

ERIC Full Text Provided by ERIC

Resource and Reference Material

Publications:

Poem - "Night" by Wm. Blake Olive L.

Strange Companions in Nature

Audio-Visual:

110 Minnesota Math and Science Teaching Projects (1969)

This Vital Earth

Community:

Florist - talk about care of plants Farmer -

Continued and Additional Sugges

Continued and Additional Suggested Learning Experiences

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4. An adequate supply of pure N water is essential for life. Discipline Area Soc C Subject Foc E  $\overline{\mathsf{A}}\mathsf{d}\epsilon$ P Wat Ψ Problem Orientation BEHAVIORAL OBJECTIVES SUGGESTED LEARNING E Student-Centered in class Cognitive: Children begin activity to grasp that water is essential to all living 1. Trees hold soil & use up excess water. The children things by making a case could ask the owner of a study with help measure local nursery or look up transfer of concepts & in the library responses to recall of information they the following: gained from the use of 1. Which trees grow best films, filmstrips, library books & resource people.

Skills to be Learned Analyze information on maps Observe effects of

to supply human needs.

will begin to perceive by

making case studies that resources - specifically,

water must be used carefully so that can continue

Affective:

The children

erosion Infer the need for irrigation & control of water

- in a great deal of water?
- 2. Which trees drown in a great deal of water?
- 3. How do the root systems of these trees differ?

uate supply of pure

ssential for life.

Discipline Area

Social Studies

Subject

Food-Clothing-Shelter

Adequate

Problem Orientation

Water Supply Grade 3

RAL OBJECTIVES Children begin t water is esll living king a case elp measure concepts & formation they the use of trips, library urce people. The children o perceive by studies that specifically, e used caret can continue

ormation on ects of eed for irritrol of water

man needs.

Learned

- Student-Centered in class activity
  - 1. Trees hold soil & use up excess water. The children could ask the owner of a local nursery or lock up in the library responses to the following:
    - 1. Which trees grow best in a great deal of water?
    - 2. Which trees drown in a great deal of water?
    - 3. How do the root systems of these trees differ?

- SUGGESTED LEARNING EXPERIENCES Outside Resource and Community Activities
  - 1. With proper rain garb, the children may investigate, first hand, where rain water goes during a rainfall.
  - 2. Encourage children, if their bathtub has a shower, to check by using the plug as to whether it takes nore water or less to take a shower and to use whatever way saves more water. . Encourage children to have their parents let their lawns go "natural" & to plant only vegetation that can flourish under normal rainfall conditions & not need massive watering or irrigation efforts.
  - 4. To understand how underground water affects their community, the class might invite one or more speakers; a builder could describe problems of digging basements where the water table is higher than expected. A plumber could tell the class about sump pumps for underground water.

Resource and Reference Materials

Continued and Additional suggested

Publications:

Bcoks:

Everything Changes by Ruth Howell.

Where the Brook Begins, Crowell, 1959

Watch the Tides, Holiday
The Book of Water, Watts
The Continent We Live On, Sanderson
Water That Jack Drank, Scott, 1950
Ten Big Farms, Ipcar Knoff, 1958
Bresy Water, Black
Water Appear & Disappear
Frank of Irrigated Farm
Gustofson, Benefic Press

#### Audio-Visual:

Films:

Water in the Alr, b/w, ll min.

Filmstrips:

Fresh Water Ecology, McGraw-

Nothing Can Live Without Water, McGraw-Hill

## Community:

Ruth

is, Crowell,

iday

itts

ion, Scott, 1950

knoff, 1958

Press

i, 11 min.

McGraw-

out

5. An adequate supply of clean air is

essential because most organisms

Discipline Area Social

E depend on oxygen, through respiration,

Social

T to release the energy in their food.

Problem Orientation Cl

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING I. Student-Centered in class activity

Cognitive: Through dramatization the children will show how the local goverment works to solve an air quality problem. Affective: The children will try to urge their parents to change air

1. Discuss the type of government in your community.

quality in their communities through the channels of local government.

a. Elected and non-elected officials

Subject

Skills to be Learned Communication Dramatizing Participating in group work Interviewing Reporting

b. Functions of government c. How government gets it

authority

- d. How laws are made and problems in area are solved.
- 2. Children dramatize a community air quality problem. Some problems:
  - a. Burning leaves
  - b. Traffic problems and rapid transit ideas
  - c. Local incenerators Let children take the roles of various citizens' groups and public officials such as mayor, councilman, city manager and county commissioners. Guide them in discussing the problem. (cont.)

ly of clean air is Discipline Area Social Studies ost organisms. hrough respiration, Subject Social Studies gy in their food. Problem Orientation Clean Air Grade 3 PIVES SUGGESTED LEARNING EXPERIENCES amati-I. Student-Centered in class ill. activity 1. Discuss the type of vergovernment in your 1 community. a. Elected and non-elected ren officials b. Functions of government c. How government gets it authority ne. ernd. How laws are made and problems in area are solved. 2. Children dramatize a community air quality problem. Some problems: a. Burning leaves

II. Outside Resource and Community Activities

- 1. Take a survey of neighborhood to see what neighbors think should be done about air quality problem in their community.
- 2. Invite a local government leader to talk to class about government problems and how local governments work together to solve problems.
- 3. Visit city hall and see where where things happen.

b. Traffic problems and rapid transit ideas c. Local incenerators

mayor, councilman, city

the problem. (cont.)

Let children take the roles of various citizens' groups and public officials such as

manager and county commission ers. Guide them in discussing

## Resource and Reference Materials

# Publications:

Books:

Investigating Man's World
Metropolitan Studies
Scott Foresman & Co., 1970

# Audio-Visual:

# Community:

Local government leaders City hall Neighbors

## Continued and Additional S

I. cont.

3. Dramatize a radio or T mayor or city councilma reporter. Have pupils in community and the in what the mayor or counc to solve it.

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Continued and Adiitional Suggested Learning Experience

I. cont.

3. Dramatize a radio or T.V. interview between mayor or city councilman and a radio or T.V. news reporter. Have pupils take air quality problem in community and the interview is being held to see what the mayor or councilman feels should be done to solve it.

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ocean, bay, & archipelago.

6. Natural resources are not equally N distributed over the earth or over Discipline Area E time and greatly affect the geographic Subject T conditions and quality of life. Problem Orientation Resource BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPERI Cognitive: At the conclu-Ī. Student-Centered in class sion of the Alaskan unit, activity the child should know the 1. Make a report on different obstacles the Eskimos had kinds of whales. to overcone in order to 2. Make a mural depicting the survive in a barren cold activities of a mother & a environment, lacking in father in an Eskimo home. daylight for part of the Then, have the students make year. another showing activities Affectiv it will of their own homes. volunta. ipate **)**6 3. Make a frieze or mural of in consul g a frieze Arctic animals. or giving a report from 4. Problem-solving discussiona book or other reading "If you lived in a treeless on Eskimo quality of life. country, what could you use for a bow? arrow? shafts? Skills to be Legened Ability to locate the Arctic region (extends from Alaska to Greenland across the northernmost sections of the North American Continent) Be able to recognize & list the affects of the annual orbiting of the earth around the sun & the seasonal changes have on the areas beyond the Arctic & Antarctic Circles Distinguish & identify the difference between strait,

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are not equally Social Studies Discipline Area earth or over Social Studies Subject ct the geographic Problem Orientation Resource Usage Grade y of life. SUGGESTED LEARNING EXPERIENCES Outside Resource and **VES** Student-Centered in class II. Community Activities cluactivity l. Look in old newspapers & it, 1. Make a report on different magazines for pictures & the kinds of whales. stories about Eskimos, polar ha.**d** 2. Make a mural depicting the bears, whales, and the North 0 activities of a mother & a lď Pole. father in an Eskimo home. 2. Visit a house under conn Then, have the students make struction in the neighborhood; he another showing activities Observe the materials being of their own homes. used. List or chart them as: 11 3. Make a frieze or mural of cement blocks, cement, sand, е Arctic animals. lumber, nails, bricks, etc. ze 4. Problem-solving discussion-Where were they obtained? m "If you lived in a treeless How & by whom were they made? g country, what could you use Why didn t the Eskimo use ife. for a bow? arrow? shafts? these types of materials? Arctic llaska ne of ntineht) & 11st nual orround l chamges ond the rcles fy the rait,

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Resource and Reference Materials

Continued and Additional Suggested Learning

Publications:

Homes Around the World by Kathryn Jackson, Siver Burdett, 1957
Living In Places Far & Near, 1969,
John Jarolimek.

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Eskimos Without Igloos, 1969

Audio-Visual:

Eskimo Family, filmstrip,
Encyclopedia Britannica
Children of the North Pole,
filmstrip, 1963, Harcourt,
Brace
Tikta Liklak, filmstrip, Harcourt,

strong for and set court

Brace, 1965

Modern Eskimo, filmstrip, Encyclopedia Britannica

Community:

Visit the nearby museum Eskimo exhibit and note their tools & equipment
Invite a resource person in to talk to the group

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Continued and Additional Suggested Learning Experiences terials Kathryn 957 r, 1969, weak but was attone, but e emigres, educación accertación Lapro the ontoller of and the second s a fina in is also har the plans ijest gradina od i. sedali the type coefficient of the consection क्रम क्रिकेट विकास है जिल्ला है के अनु , a godinaka, www. gerija og herdir A CARD SERVED PERSONS THE ENGLISH OF POLICE OF e per against the second transfer . S. L. S. T. L. T. W. D. L. Browner & rolavebronejalvioa-esiddai gretasete falka in dend a here flered is or merkin being til arprostaka so the post of two dain the topical The state of the s arcourt. ki sidilməkin əthildkəğ də İyba Alta Trenagael Billistane it ist the provided the was a factorial í despidatour resimpolitificacit, mek gai ee ga .8500136 kimo LANGE OF THE PROPERTY OF THE groups succeeding the Add the control of ols Bogosofol (1986) sessoned & side (1987) edic ipoggani digara je ibi 160. mar n to a y a landa a la decisión de de la conse 公司·公司的第三人称单数 1981年 1987年 1987年 , the fore movedad someter the TO THE TRANSPORT OF THE PROPERTY OF THE PARTY OF THE PART

C 6. Natural resources are not equally N distributed over the earth or over Discipline Area Social E time and greatly affect the geographic Social Subject T conditions and quality of life. Problem Orientation Resource BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPER Cognitive: The children Student-Centered in class Out Comm

will be able, by analyzing a map, to determine resources are not evenly distributed and we are depending on each other for the products we do not have and need. Affective: Our natural resources are the same all over. Challenge.

Skills to be Learned Map & globe skills Research skills Communication & reference skills

activity

1. Using a world map & population statistics, have students locate major cities. Then ask:

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a. What natural resources were in part responsible for the establishment of each city?

es are not equally Discipline Area Social Studies ne earth or over fect the geographic Subject Social Studies Problem Orientation Resources Grade 3 lity of life. TIVES SUGGESTED LEARNING EXPERIENCES Student-Centered in class Outside Resource and lren II. Lyzing activity Community Activities 1. Using a world map & popularesources 1. Ask at the local county buted tion statistics, have stuoffice for materials for natural resource conseron dents locate major cities. roducts Then ask: vation. Marine Committee Co ed. a. What natural resources resident film bereit Opieress al were in part responsible the for decision incomes. ne for the establishment of Package in each city? The Adolorsday galav. in in increased a configuration of

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### Resource and Reference Materials

Continued and Additional Sugg

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Publications:

Bergere - From Stones to Skyscraper

Colby - Tear Down to Build Up

Helfman - This Hungry World

#### Audio-Visual:

#### Maps and How to Use Them

series = grades 3-6

- 1. What is a Map
- 2. Elements of a Map
- 3. Using Common Maps
- 4. Maps of Physical Feature
- 5. Maps for Special Purposes
- 6. The Globe
- 7. Using the Globe
- 8. Flat Maps of a Round Globe
- 9. Maps Through the Ages

### Community:

Chamber of Commerce (could be helpful in obtaining pictures of cities that have grown because of their natural resources for their bulletin board.

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Continued and Additional Suggested Learning Experiences

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6. Natural resources are not equally N distributed over the earth or over Discipline Area Social E time and greatly affect the geographic Subject Desert Problem Orientation Resource T conditions and quality of life. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPE Cognitive: Given outline Student-Centered in class II. maps of U. S. and Africe, activity student will locate & 1. Show pictures of deserts. label desert area - write 2. Talk about occupations of what he thinks a desert is desert inhabitants. Lack of what natural re-3. Discuss what irrigation is sources cause a desert. and how it changes deserts. Affective: The student will 4. Let pupils infer why voluntarily participate in deserts are sparsely popuconstructing a desert diolated. rama or a bulletin board. 5. Make a desert diorama 6. Make a bulletin board. Skills to be Learned Research Analysis of maps Recognize characteristics of desert life Discussion format - noting cause & effect Title ESEA

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ources are not equally er the earth or over Discipline Area Social Studies ly affect the geographic Subject Desert Regions Problem Orientation Resource Usage Grade 3 quality of life. OBJECTIVES SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class n outline II. Outside Resource and d Africe, activity Community Activities ate & 1. Show pictures of deserts. 2. Talk about occupations of a - write desert is desert inhabitants. ural re-3. Discuss what irrigation is desert and how it changes deserts. student will 4. Let pupils infer why icipate in deserts are sparsely popuesert diolated. in board. 5. Make a desert diorama 6. Make a bulletin board. rned cteristics at - noting 

Resource and Reference Materials Continued and Additional Suggested I
Publications:
National Geographic magazine

#### Audio-Visual:

ommunity:
Travel bureaus, airlines
(Brochures, posters, folders)

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C.7. Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area Social St E and increased leisure time have a great Subject Social St Problem Orientation Land Us T influence on changes in land use and centers of population density. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPI Cognitive: At the completion I. Student-Centered in class II. Ou of the instructions, all activity Cor students will write stories A. Of the many areas in Α. about what can be done to your community, choose keep our community beautiful one to study in detail. as our population increases. 1. How many different Affective: By participating ways has man used this in the efforts to beautify area? the school area, the student will learn that individual contributions combined in group activities can produce significant changes in environmental quality. Skills to be Learned Research skills Communication & reference skills Skill of observing accurately Participation Critical thinking

ch as facilitating transportation, itions, population growth, Discipline Area Social Studies <u>leisure time have a great Subject</u> Social Studies Problem Orientation Land Use changes in land use and Grade 3 pulation density. OBJECTIVES SUGGESTED LEARNING EXPERIENCES the completion I. Student-Centered in class II. Outside Resource and ions, all activity Community Activities rite stories A. Of the many areas in A. Beautify the school be done to your community, choose grounds & conserve its ity beautiful one to study in detail. natural resources by: on increases. 1. How many different 1. Planting trees & shrubs participating ways has man used this 2. Wildlife cover plantings to beautify area? 3. Ecological garden , the student individual eral at base skip ombined in hedrovers rud to admit this s can produce neuth le paidevyeaso? en nges in uality. arned & reference ving accurately anold, adil mada kecip to folia 🛣 ing Since Is enthally comes sixty sixty

Resource and Reference Materials

Continued and Additional S

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Publications:

How Families Live Together, Provus Garbage Dump Treasure, Johnson Let's Go To Cit, Hall, Wolfe

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> London - Art & Triver & LA

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Audio-Visual: 2000 of till for .S.

Filmstrips:
Eye Gate

This Land Is Ours

The Waste of Our Resources

The Conservation of Human

Resources

Community:

Ask school & classroom librarians for field study guides of your local area

Continued and Additional Suggested Learning Experiences Materials er, Provus erentiae danej e odra anka hnson olfe early of hearthcomposite langi phoball air lib VIII COS egan, a strak drivizone, dia n Asono Vrom and The A for angle so man and the seconds vědy: aprovidky " delocie - Lvaradingsof fåligaljälog Filde gord Tiedeballyblideathed . nosesdenit nolimitudo que es office of the sound of the first returbled the Willer Willer right come that sinches stricted of of strolle set of that stand a little at bride Laubigibni dont droub Kily The Benevictor In status outries ces could activified can precise an ni semuli dana ilihigis vrtfam Isoromorre bettied to teller The light has sively Commission & reference Griff et discreving decreasing talleg:010. ibrarians gribenine dicoloral of your

C 7. Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area Social St E and increased leisure time have a great Subject Social St T influence on changes in land use and Problem Orientation Land U centers of population density. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXP Cognitive: The children will I. Student-Centered in class make a list of ways of road activity transportation used today A. Classroom in our community. 1. Children will make a Affective: If mother said class list of ways of to go to the store quickly road transportation & safely for some eggs, how would you choose to go. Have which is used today. (cars, bicycles, trucks, child draw a picture to etc.) illustrate this. 2. Teacher asks: If each child's father in the Skills to be Learned class drove a car to Making a survey work, how many parking Making a chart places would be used? Critical thinking If 4 fathers road in a car together, how many parking places would be used? Which way would be better & why? (e.g. takes less gas, makes less air pollution, takes less parking space) Title ESEA

II.

ch as facilitating transportation, itions, population growth, Discipline Area Social Studies leisure time have a great Subject Social Studies Problem Orientation Land Use changes in land use and Grade 3 oulation density. OBJECTIVES SUGGESTED LEARNING EXPERIENCES children will I. Student-Centered in class II. Outside Resource and ways of road activity Community Activities used today A. Classroom A. Outside classroom 1. Children will make a ٧. 1. After school each nother said class list of ways of child will sit some ore quickly road transportation place near his home ne eggs, how which is used today. and count the number e to go. Have (cars, bicycles, trucks, of different vehicles cture to etc.) that pass. 2. The next day the 2. Teacher asks: If each child's father in the class can make a chart arned class drove a car to and put the numbers work, how many parking they counted under the places would be used? correct headings. lng If 4 fathers road in a car together, how many Gravel City parking places would be used? Which way would be Cars better & why? (e.g. takes

less gas, makes less air

pollution, takes less

parking space)

Road Highway Road
Cars
Trucks
Buses
Etc.

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Resource and Reference Material	S	Continu			onal S	Sugges	ted
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	C E. Cultural, economic, social, and	en an en	
	N political factors determine status	Discipline Area	Soc
	E of man's values and attitudes	Subject	Afr
	T toward his environment.	Problem Orientation	Cul Com
E I-C-E	limited resources & man's activity ever-increasing needs, each community must make the which wisest possible use of all its human & natural resource. Write Affective: If you were moving to Africa, list 3 tion	e a list of means by we might travel to ommunities of Africa & phrases which would ibe the relative loca- of a particular equa-	IING E
Title III - 59-70-0135-1 Project	Skills to be Learned Use map symbols Locate land masses & bodies of water on globe Learn name of cardinal directions How to locate cities on flat maps Observe physical features on local areas & compare to area in an equatorial hot community & to understand the differences. Develop critical thinking Gain understanding as the	l community (Ghana) e individual diction— in which new terms fro unit may be listed. e designs similar to used on jewelry, er work or weaving from uatorial community. pare food the families equatorial district at. (tuna, tapioca, ) te a letter for Pen Pal spondence with Ghanian ren at: ion School eth Updyke . Box 6 , Upper Region Ghana	
ESEA	6. Single Play	Africa g songs of Africa: recordings of music Ghana.	

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al, economic, social, and

factors determine status values and attitudes s environment. DRAL OBJECTIVES Because of ources & man's sing needs, each ist make the ble use of all natural resource. f you were rica, list 3 ould take Learned ols masses & bodies globe f cardinal e cities on flat ical features on & compare to equatorial hot to understand nces. ical thinking anding of the lmstrips in nformation

Discipline Area

Social Studies

Subject

Africa

Problem Orientation Community Grade

Cultural

# SUGGESTED LEARNING EXPERIENCES

- Student-Centered in class activity
- 1. Make a list of means by which we might travel to the communities of Africa & write phrases which would describe the relative location of a particular equatorial community (Ghana)
- 2. Make individual dictionaries in which new terms from this unit may be listed.
- 3. Make designs similar to those used on jewelry, leather work or weaving from an equatorial community.
- 4. Prepare food the families of an equatorial district may eat. (tuna, tapioca, cocoa)
- 5. Write a letter for Pen Pal correspondence with Ghanian children at: Mission School

Kenneth Updyke P. O. Box 6

Tuma, Upper Region Ghana West Africa

6. Sing songs of Africa: Play recordings of music from Ghana.

II. Outside Resource and Community Activities

- 1. Invite exchange student teacher or traveler to speak to class about Africa's hotig equatorial communities.
- Ex. Ghana
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  - b. customs cost, total regin

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c. major occupations

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Resource and Reference Materials Publications: Kevakee, A boy of Ghana by Wariuw Schloat Science Everywhere by Ginn. Command and the Individual Communication of the Communication of Where In The World Do You Live? by Al Hine. First Book of Maps & Globes by Sam Epstein and Walt Franklin. Good Times With Maps. Everybody's Weather by Joe Gaer, Picture book of weather. You & Regions Near & Far by Clarence Samford. Playtime In Africa Ranger Rick, Feb. 10, p. 16 emoldenings to tem o Audio-Visual: Filmstrips: Ghana, Land & People, Eye Gate Babies of Africa, Eye Gate Faces of Africa Children, Eye Gate The African Village - Near the Equator, Curriculum Filmstrips Children of Rural Africa, Eye Gate Transparency: 106 Major Land Forms in the U.S. Chicago, Nystrom & Co. Moslem Children in Africa Children of non-African Origin African Farm Children Children of the African Desert African Children at School

Community:

Visit Milwaukee Museum or other reliable source to observe African artifacts.

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	C E losses.	Subject <u>Transpor</u>
	P T	Problem Orientation Transp
		SUGGESTED LEARNING EXI
	BEHAVIORAL OBJECTIVES	I. Student-Centered in class
	Cognitive: The child will	activity
	by preparing charts, stories	A. Class activities
	& pictures, report to the	1. Construct a time line:
田	class the tremendous impact	a. 1492-1640 Footpaths &
밁	the development of roads	packhorses
7	have had on our environment.	b. 1640-1860 Coach & Wagon
H	Affective: The child will	Era
Ct	be able to offer some ways to utilize the mechanical	c. 1860-1900 Horse & Buggy
e	vehicle less so as to cause	Era
roject	less pollution.	d. 1900-1940 Combustion
护	Tess bottactous	Engine Era
	Skills to be Learned	a 1940-1971 Expressway Era
디	Reading time line	2. Discuss: How many different
35	Communication	ways a person can earn a
01	References	living connected with
- 1	Observing	automobiles.
2	Participation	3. How many different things
6	*	do we wear or use everyday
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1	<b>.</b>	part way by truck?
н		4. How many different kinds of
II	. ·	trucks are built to do
		special jobs? Be sure to include: Mobile X-Ray units,
tle		include: Mobile A-nay and by
ب د		Bloodmobiles, Traveling
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nomic gains may Discipline Area Social Studies environmental Transportation Subject Problem Orientation Transportation Grade 3 SUGGESTED LEARNING EXPERIENCES CTIVES I. Student-Centered in class ld will activity stories A. Class activities . to the 1. Construct a time line: s impact a. 1492-1640 Footpaths & roads packhorses ironment. b. 1640-1860 Coach & Wagon ld will me ways c. 1860-1900 Horse & Buggy anical Era to cause d. 1900-1940 Combustion Engine Era e. 1940-1971 Expressway Era 2. Discuss: How many different d: ways a person can earn a living connected with automobiles. 3. How many different things do we wear or use everyday that are carried at least part way by truck? 4. How many different kinds of trucks are built to do special jobs? Be sure to include: Mobile X-Ray units, Bloodmobiles, Traveling museums, Bookmobiles. 5. What are the aggravated problems which fact us with

II. Outside Resource and Community Activities A. Have a speaker from Dept. of Natural Resources come to class & talk about car pools & use of bicycles.

their use?

# Resource and Reference Materials

Continued and Additional Sugges-

Publications:

ABC of Cars & Trucks, Alexander
Who Built The Highway, Bates
I Want To Be A Road Builder, Greene

Audio-Visual:

Film: Beaver Valley

Filmstrips:

Current Affair Films,

Planning Our Cities

City & Suburb

Obtain charts & booklets & films
from The American Trucking
Association, The Ford Co., or
General Motors

Community:

Dept. of Natural Resources

Continued and Additional Suggested Learning Experiences Materials lexander Bates lder, Greene del **v**olati prisyedy elty And the notion but, TRUE EST 1989、1985 celled a calculation of AMC C. is the forces on each contribution el markon of lar bolledol ellifo. and Malley sta s & films king Co., or marky the branches parameter . media was ces

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C 11. Individual acts, duplicated N or compounded, produce significant Discipline Area Socia E environmental alterations over time. Subject. Early Problem Orientation BEHAVIORAL OBJECTIVES SUGGESTED LEARNING Cognitive: Given problems I. Student-Centered in class of unwise use of land, Activity students will develop A. Set up demonstration activities on how man may showing how a small plot remedy his mistakes. of soil can be eroded Affective: The student when there are no roots will accept the fact that to hold soil. clearing land by the early B. Set up demonstration pioneers caused waste of showing devastation lumber, floods, dust storms, caused by dust storm and soil erosion. There-(soil - fan) fore, he will preserve the C. By use of film, show natural resources. how modern lumber companies reforest land. Skills to be Learned D. Have children bring cones Develop and set up from evergreen trees that demonstration grow in their own Research into length community. of time it takes trees E. Have children bring in to grow to reforest a small log used for fire-Use reference materials wood. Examine the log's to find answers to bark, wood, weight, etc. problems Let children show what parts are often wasted in

lumbering.

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Discipline Area Social Studies

Subject

Early history of Wis. & Midwest

Problem Orientation Conservation Grade 3-4

I. Student-Centered in class Activity

- A. Set up demonstration showing how a small plot of soil can be eroded when there are no roots to hold soil.
- B. Set up demonstration showing devastation caused by dust storm (soil - fan)
- C. By use of film, show how modern lumber companies reforest land.
- D. Have children bring cones from evergreen trees that grow in their own community.
- E. Have children bring in a small log used for firewood. Examine the log's bark, wood, weight, etc. Let children show what parts are often wasted in lumbering.

SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities

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Resource and Reference Materials

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Continued and Additional 3

Publications:

Lumber in Pictures - Kriger
The Story of Lumber - Floethe
What is a Tree? - Darby
A Tree Is a Plant - Bulla
Tall Timber - Colby

Audio-Visual:

Weyerhauser film on Lumbering

Community:

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Individual acts, duplicated

Compounded, produce significant

Environmental alterations over time.

Environmental alterations over time.

Problem Orientation Res

BEHAVIORAL OBJECTIVES

Cognitive: Children will become aware of the need for multiple use of the land by a committee project where they find out about things that were formerly considered waste nad are now usable and in demand.

Affective: After completing the project, the children will have a start in their share of the responsibility for the conservation of car resources.

Skills to be Learned
Creative thought
Skill of observing
accurately
Skill of participating
in project work

SUGGESTED LEARNING

- I. Student-Centered in class activity
  - A. Form a committee to find out about things that were formerly considered waste and are now usable and in demand.
  - B. Sawdust was a waste material and is now in demand for sweeping compounds, particle board, debarking, and use of parts for the making of paper.

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d, produce significant Discipline Area Social Studies

alterations over time.

Subject

Food, Shelter, Clothing

Re-usable Problem Orientation Resources Grade 2.3

OBJECTIVES dren will the need e of the land project where bout things rly considered ow usable and

completing children t in their ponsibility tion of

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SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

A. Form a committee to find out about things that were formerly considered waste and are now usable and in demand.

B. Sawdust was a waste material and is now in demand for sweeping compounds, particle board, debarking, and use of parts for the making of paper.

II. Outside Resource and Community Activities A. Field trip to sawmill Resource and Reference Materials

Continued and Additional Sug

Publications:

Pringle - From Field to Forest

Minness (od hift) Destill

Baker - Patterns of Nature

Aruego - <u>Symbiosis</u>

Audio-Visual:

Films

Up to Our Necks NBC

Junk Dump Communico

Community:

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C 12. Private ownership must be N regarded as a stewardship and E should not encroach upon or violate T the individual right of others. BEHAVIORAL OBJECTIVES Cognitive: The children activity will be able to write the conclusions drawn from the activities debate. concept of private property Affective: The children can be explored by debating perceive through debate teams of three or by role that even in a representaplaying a discussion between tive government every two people. It can be crucial decision someone or some group will be less dramatized in a political satisfied with the decision than others. Skills to be Learned Research Communication Reference away. Observation Participation Critical thinking

I-C-E

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Title Title

ESEA

cartoon supporting or arguing against the law dealing with the environment. Possible responses in favor of the law: 1. Trees keep your soil & your neighbors soil from washing

2. The country needs trees.

3. Trees are beautiful. Your neighbors & visitors have a right to see the beauty of the country.

4. You may own the land, but you are a member of this country, which lets you own land.

Responses against the law:

- 1. I can do as I please with my land; it's a free country.
- 2. Tough luck for my neighbor if his soil washes away; (cont.)

Discipline Area Social Stud

Subject

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SUGGESTED LEARNING EXPE

I. Student-Centered in class II A. The conflict between the conservation law & the

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Problem Orientation Conservation

# SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

- A. The conflict between the conservation law & the concept of private property can be explored by debating teams of three or by role playing a discussion between two people. It can be dramatized in a political cartoon supporting or arguing against the law dealing with the environment. Possible responses in favor of the law:
  - 1. Trees keep your soil & your neighbors soil from washing away.
  - 2. The country needs trees.
  - 3. Trees are beautiful. Your neighbors & visitors have a right to see the beauty of the country.
  - 4. You may own the land, but you are a member of this country, which lets you own land.

Responses against the law:

- 1. I can do as I please with my land; it's a free country.
- 2. Tough luck for my neighbor if his soil washes away; (cont.)

- II. Outside Resource and Community Activities
  - A. Visit City Hall to have the present community ... zones described and explained. Include in discussion:

Grade 3

- 1. Noise
- 2. Odor
- 3. Traffic:
- 4. Waste disposal
- 5. Education
- 6. Recreation

Resource and Reference Materials 'ublications:
Wolfe, Let's Go To City Hall Andrews, All Ways
Baker, Patterns of Nature

Continued and Additional Suggested Lear I. (cont.)
he took a chance when he bought the

Audio-Visual:
Filmstrip:
Enemies of the Forest
Film:
The World Around Us

Community:
Property owners
Sportsmen
Hunter
Fisherman
Forest Ranger

ce Materials

Continued and Additional Suggested Learning Experiences

I. (cont.)

he took a chance when he bought the lot next to mine.

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C 12 Private ownership must be
N regarded as a stewardship and Discipline Area Social St.
C should not encroach upon or violate Subject Social St.
P the individual right of others. Problem Orientation Conserve SENAVIORAL OBJECTIVES | SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED LEARNING EXPERIMENTATION OF SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGESTED SUGGES

BEHAVIORAL OBJECTIVES Cognitive: After writing his views on conserving natural resources, the student should appreciate the value of private ownership & also the responsibility of taking care of the things over which he has ownership. Anything has a value because it offers some type of service. Student should realize that his care & use can either enhance or detract from value of his possessions. Affective: The students will write what they can do to show their neighbors that they aare about them and also about the people who may live some day where the students do now.

Skills to be Learned

Learn definition of

"conserve" & to use it
Writing reports

I. Student-Centered in class activity

A. Classromm discussion

- 1. How soil may be wasted
  - a. Top soil may blow away
  - b. Floods & rains carry away soil
  - c. Where trees are cut (and not replanted) soil may be eroded away
- 2. How soil may be saved
  - a. Terracing
  - b. Contour plowing
  - c. Strip cropping
  - d. Replanting of trees
  - e. Dams
- 3. How city people may practice stewardship
  - aa. Keep grass cut & dandelions dug so that neighbors' yards will not be full of weeds
  - b. Keep property attractive & neat so neighborhood will benefit
  - c. Outdoor pools must be fenced or covered, so small neighbors will be protected

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ship must be Social Studies wardship and Discipline Area Social Studies ach upon or violate Subject Problem Orientation Conservation Grade 3-4 ight of others. SUGGESTED LEARNING EXPERIENCES JECTIVES I. Student-Centered in class II. Outside Resource and writing Community Activities rving activity A. Classromm discussion the 1. How soil may be wasted reciate a. Top soil may blow away te b. Floods & rains carry he away soil taking over c. Where trees are cut (and not replanted) ship. soil may be eroded away ue 2. How soil may be saved some a. Terracing tudent b. Contour plowing t his her c. Strip cropping from d. Replanting of trees ssions. e. Dams 3. How city people may practice udents stewardship ey can aa. Keep grass cut & dandelions eighbors dug so that neighbors' yards ut them will not be full of weeds people b. Keep property attractive & day neat so neighborhood will do now. benefit c. Outdoor pools must be ied fenced or covered, so small of neighbors will be protected use it

# Resource and Reference Materials

Continued and Additional Suggested

#### Publications:

American Forestry Magazine Social Sc. - Concepts & Values -Harcourt & Brace, p. 114-127

# Audio-Visual:

Free movie from Weyerhauser Lbr.
Co. on Tree Farming Methods
Filmstrip:

"Using Our Forests Wisely" from group Conserving Our Natural Resources

# Community:

Have local district forester talk to youngsters about planting, etc.

ce Materials

Continued and Additional Suggested Learning Experiences

azine & Values -114-127

nauser Lbr. Methods

isely" from r Natural

orester talk planting, etc.

# PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish t format. Please feel free to adapt it and add more pages. Let us and comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
   A. In Class:
  - B. Outside & Community Activities:
  - IV. Suggested Resource & Reference Materials
     (specific suggestions & comments)

#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

each episode used in your class, you may wish to duplicate this suggested el free to adapt it and add more pages. Let us know all your critiques ative and positive.

jectives

ped

rning Experiences

Community Activities:

ource & Reference Materials gestions & comments)



Project I - C - E

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Social Studies GRADE 4

Produced under Title III E.S.E.A. PROJECT I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338

Robert Warp Robert Kell George Howl

Georg



C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

#### TARY PROGRAM FOR ENVIRONMENTAL EDUCATION

REA Social Studies GRADE 4

der Title III E.S.E.A. -E cols in CESA's 3-8-9 treet Wisconsin 54301 338

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

#### PREFACE

If you wish to excite students about their environment, help is read of over a hundred teachers, year long meetings, a summer workshop, uni ecologists, this guide means realistic, developed aid for you. Please which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are designed

ces--to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your stude to adapt, adopt, or use. By design, the range of suggestions is wimentation and usage are even wider. Many episodes are self-contain others can be changed in part or developed more keenly over a few w possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning experi plan. The reasons are simple. No guide has all the answers and no unless viewed in the context of your classroom situation. Thus, be give it a triple reading, check over the resources listed, make men prime your students, and seek help. The Project personnel and teac knowledgement page stand ready to aid your efforts. Feel free to a

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 a We will send available materials pre-paid. Call for any

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library for Center materials. Please offer suggestions, comments, or advice -- a

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch idea suggestions on the episode pages or use the attached evaluation for lected in late May next year and will be used in our revisions. We reactions and suggestions -- negative and positive. Please note that in the episodes may refer to specific, local community resources or cases, individual school districts and teachers will have to adopt stitutes. A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival--y Creation's beauty and complexity -- often noted as the work of a geni and human energy to save. A year's work by a hundred of your fellow gesture. Without you, their work will crumble, and so might we all

let us live to think, feel, and act in harmony with our world,

1. Cognitive means a measurable mental skill, ability, or process of 2. Affective refers to student attitudes, values, and feelings.

3. APWI means Acceptable Performance Will Include (labels a cogniti

4. EPA - Environmental Problem Area



#### PREFACE

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the Project ICE Bibliography in your school library for available Resource ials. Please offer suggestions, comments, or advice -- at any time -- so that this

grow. Let's help each other.

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co think, feel, and act in harmony with our world.

means a measurable mental skill, ability, or process based on factual data. Editorial Board refers to student attitudes, values, and feelings.

Acceptable Performance Will Include (labels a cognitive or mental performance.) ronmental Problem Area



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CESA #3 Eugene Anderson, Peshtigo Laura Berken, Oconto Falls Willard Collins, Crivitz John Cowling, Niagara Nicholas Dal Santo, Pembine Robert Dickinson, Oconto Ann Fuhrmann, Marinette Lillian Goddard, Coleman William Harper, Lena Robert Hemz, St. James (L) Ester Kastz, Wausaukee Michael Kersten, Suring Douglas Koch, Cath. Central Donald Marsh, Bonduel David Miskulin, Goodman Don Olsen, Shawano Elmer Schabo, Niagara Marion Wagner, Gillett Ruth Ward, Crivitz George Kreiling, Marinette Marg. McCambridge, White Lake Virginia Pomusl, White Lake Gailen Braun, Lena Kay DePuydt, Gillett Lousene Benter, Gillett

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nette Ednajean Purcell, OSU W-Marinette David West, Laurence U.

Robert Cook, UWGB Dennis Bryan, UWGB

	C 1. Energy from the sun, the O N of all energy, is converted C		Disci
	E photosynthesis into a form	all living	Subje
	T things can use for life pro-	cesses.	Probl
<b> </b>	PEHAVIORAL OBJECTIVES		SUGGE
Title III - 59-70-0135-1 Project I-C-E	Cognitive: Child will make a booklet of the uses of trees. He can trace the steps of a fruit, i.e. orange, from the time it is picked till it's bought by the consumer, in a sequence chart.  Affective: Child will verbally support conservation practices that directly or indirectly influence the protection of the forest resources.  Skills to be Learned Take slides or photographs Make booklet Discussion Display	I. Student-C class actile. Give chile a tree. Adding what a survive.  2. Display: Bring fruite canned or product to Sequence chappened sicked.  3. Contrast with Johnny Paul Bunyar Johnny App	entered vity ld a pic d to the tree ne Foods f ts that raw. Tra where f hart of ince it  Paul Bu y Apples n destro

rgy from the sun, the basic source energy, is converted through plant Discipline Area Social Studies ynthesis into a form all living Subject Social Studies can use for life processes. Problem Orientation Conservation Crade 4 TORAL OBJECTIVES SUGGESTED LEAPNING EXPERIENCES : Child Will make a I. Student-Centered in II. Outside Resource and f the uses of trees. class activity Community Activities ace the steps of a 1. Give child a picture of l. Take slides or photoe. orange, from the Ta tree. Add to the drawgraphs of same area during s picked till it's ing what a tree needs to the four seasons. Notice a the consumer, in survive. particular tree-its changes e chart. 2. Display: Foods from trees. 2. Find magazine pictures of : Child will ver-Bring fruits that are products made from trees and port conservation canned or raw. Trace each make a booklet displaying that directly or product to where it grew. these. y influence the Sequence chart of what 3. Arbor Day - plant a tree. n of the forest happened since it was Study steps of planting. How picked. will they care for it? 3. Contrast Paul Bunyan 4. Research - What trees grot be Learned with Johnny Appleseed. best in our area; on mounes or photographs Paul Bunyan destroyed; tains; in desert; in jungle' let Johnny Appleseed built up. 5. Visit paper mill or saw n mill. 6. Visit lumber yard. 7. Survey any store - what equipment is made of wood; what wood items they sell. 8. Visit a reforestration camp.

Continued and Additional Sugges:

# Resource and Reference Materials

Publications:

"Tropical Rain Forests" by Goetz.
William Morrow Publishers
"Paul Bunyan and His Big Blue Ox"
by Wadsworth.

# Audio-Visual:

Films:

"Forestry" (black & white) 16 min. (United World) BAVI

"The Forest Grows" (color) 11 min. (ESF) BAVI

Filmstrips:

G108-120 - "Using Our Trees Wisely"

C.E.S.A. No. 9

V-16 - "Lumbering in Wisconsin"

C.E.S.A. No. 9

#### Community:

Forest Langer
Conservationist
Store
Reforestration Camp
"Trees for Tomorrow"

Materials Continued and Additional Suggested Learnin Experiences

by Goetz.
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g Blue Ox"

te) 16 min.
or) 11 min.

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sconsin"

C 2. All living organisms interact among

N themselves and their environment,

Discipline Area S

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E forming an intricate unit called an

Subject

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T ecosystem.

Problem Orientatio

BEHAVIORAL OBJECTIVES Cognitive: Wis. is full of places with Indian names. Highlight these places on a Wis. map. Build a scale model of an Indian village (or draw). Display pictures & objects of Indians such as arrowheads, drums, beaded belts & other things used by Indians in daily life. Have several students design an Indian effigy mound. Have them explain what it is. Make a small birch bark canoe.

Affective: When given a list of 8 statements, which may or may not have caused the breakdown of the Indian ecosystem, the child will check 5 that he thinks contributed to this breakdown. Ex. Forests cut down; unneeded killing of wild life; climate; firearms; better ways of cultivation; disease; etc.

Skills to be Learned
Map reading
Model making
Drawing conclusions

# SUGGESTED LEAR I. Student-Centered in class activity

A. Class activity

- 1. Briefly review the hi tory of Indians in Wis
- 2. Make a map of areas where Indians lived in Wis.
- 3. Have students show & explain uses of variou Indiar proifacts found local.
- 4. Lead students to cond why & how the balanced life of the Indians ch & ended.
- 5. Have them work out a parallel ecosystem that threatened & if possible plan a trip-examples of what they are looking for.
- 6. Students realize what life was like in Wis. before the White man cin. Show how this was more or less balanced ecosystem at that time Indians grew rice & ki animals (food, skins, weapons, jewelry) only

they needed it. (cont

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ERIC Full Text Provided by ERIC

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their environment,

Discipline Area Social Studies

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Subject

Wis. History-The Wis. Indians

Problem Orientation Ecosystem

Grade 4

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- SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity
  - A. Class activity
    - 1. Briefly review the history of Indians in Wis.
    - 2. Make a map of areas where Indians lived in Wis.
    - 3. Have students show & explain uses of various Indian artifacts found locally.
    - 4. Lead students to conclude why & how the balanced life of the Indians changed & ended.
    - 5. Have them work out a parallel ecosystem that's threatened & if possible plan a trip-examples of what they are looking for.
  - 6. Students realize what life was like in Wis. before the White man came in. Show how this was a more or less balanced ecosystem at that time. Indians grew rice & killed animals (food, skins, weapons, jewelry) only as they needed it. (cont.) 100

- II. Outside Resource and Community Activities
  - A. If there is a swamparea in the vicinity & if this is being filled in for some reason, this may be a site that could be visited. Students could learn: the types of life unique to a swamp. how a swamp serves as a filter for a water area.
  - B. The different man-made lakes at the Bird Sanctuary are aging very rapidly due to an overload of nutrient materials. This can be easily seen if they look at the different lakes there-as the degree of use & overload can be seen in each lake.
  - C. Another example could be the mining that is going on across from Baird's Creek.

# Resource and Reference Materials

# Publications:

Books:

Exploring Wisconsin, Romano Georiady, pp. 20-40

Exploring Wisconsin, Follette,

pp. 8-11

Wisconsin Story, p. 8-18 Mound Builders, Scheele Chief Black Hawk, Beals Complete Book of Indian Craft

& Lure, Hunt

#### Audio-Visual:

Films:

Indian Dances, BAVI 2629 Indian Canoemen, BAVI 1065 Indian Hunters, BAVI

How Indians Build Canoes, BAVI 2762

Filmstrip:

Early Wis., Part C ROA

Recorá:

Rhythm of Red Man

Movie:

End of Trail: The American Plains Indian

Community:

Neville Musaum Bird Sanctuary or some similar ecosystem Conservationist speaker

# Continued and Additional Suggested Lear

I. (cont.)

Thus allowing the supply to last. Sp war, etc. helped to unbalance this s knowledge of balanced life of Indian students decide what actions combine ecosystem. e.g. What happened to the the results of fences of White man; supplies; etc. Tehn ask and/or prese that is being threatened & lead stud causes threatening & possible solution Sanctuary; the bay; Fox.



Materials

Continued and Additional Suggested Learning Experiences

I. (cont.)

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similar

Thus allowing the supply to last. Sport of White man, war, etc. helped to unbalance this system. With the knowledge of balanced life of Indian communities, have students decide what actions combined to destroy this ecosystem. e.g. What happened to the buffalo; what were the results of fences of White man; the wars & food supplies; etc. Tehn ask and/or present a local ecosystem that is being threatened & lead students to evaluate the causes threatening & possible solutions. e.g. Bird Sanctuary; the bay; Fox.

C 3, Environmental factors are limiting N on the rumbers of organisms living E within their influence, thus, each T environment has a carrying capacity. BEHAVIORAL OBJECTIVES Cognitive: Make a list of kind of scils & rocks in Wisconsin. Describe the areas where different kinds of rocks & soils are found. Affective: The teacher will probide individual lists to the children who will evaluate types of soil as able or unable to support life abundantly. e.g. Abundant or sparce gravel --sand woodland woil muck clay loam etc. Skills to be Learned Discussion Collection Observation Causes-effect relationship

Discipline Area Social

Subject

Use wi

Problem Orientation Ca

SUGGESTED LEARNING

I. Student-Centered in class activity

A. Class

1. Discussion of farming in areas where irrigation

is necessary.

2. Study about soil. Lead students to realize that soil is alive. Divide class into small groups. Each group is given a portion of soil (plants encluded, such as grass) about 6" by 6". Take it apart carefully & collect & count all living creatures you can see.

3. Examine soil with microscope to see how they are different. Try to separate soil visually into various materials (sand, clay, portions of decayed plant mater

ials, etc.).

4. Grow plants in various soil Set up simple controlled experiments with students to show that plants will grow different in different soils

5. Pulverize limestone. Add water & attempt to grow plants in this.

(cont.)

I-C.

Project

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# factors are limiting

f organisms living luence, thus, each a carrying capacity. JECTIVES. list of cks in e the ent kinds re found. acher idual ren who s of able to antly. parce ed ation-

Discipline Area Social Studies

Subject Use with Rock Study Unit

Carrying

Problem Orientation Capacity

Grade 4

## SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Class
    - 1. Discussion of farming in areas where irrigation is necessary.
    - 2. Study about soil. Lead students to realize that soil is alive. Divide class into small groups. Each group is given a portion of soil (plants encluded, such as grass) about 6" by 6". Take it apart carefully & collect & count all living creatures you can see.
    - 3. Examine soil with microscope to see how they are different. Try to separate soil visually into various materials (sand, clay, portions of decayed plant materials, etc.).
    - 4. Grow plants in various soils. Set up simple controlled experiments with students to show that plants will grow different in different scils.
    - 5. Pulverize limestone. Add water & attempt to grow plants in this.

(cont.)

- II. Outside Resource and Community Activities
  - A. Community
    - 1. From many different places in the vicinity, obtain samples of county materials from:
      - a. Quarry where layers are clearly visible.
      - b. Plowed fields where they are brought to surface as a result of weathering.
      - c. Stone fences where they have been exposed to the weather for a long period of time.
      - d. Various beaches where they have been acted upon by sand & water action.
      - e. Gravel deposits.
      - f. Quarry where dolomite is being crushed.

Emphasize the great variety. Develop some understanding (cont.)

# Resource and Reference Materials

## Publications:

Text-Agriculture Grade 4
Man & the Land, Allyn & Bacon,
Inc.

#### Audio-Visual:

## Filmstrip:

Irrigation, Troll Associates from group of 4 filmstrips saving our environment.

#### Community:

Local farmers & Agriculture teacher from H.S.

# Continued and Additional

I. (cont.)

6. Use a quart waxed-or plaster of paris, minor 4 times each day --enough for a half small holes in sides drainage & quicker or days, the container the layers of harder development of sediment.

# II. (cont.)

of how these materia (in part) & how we m Emphasize enjoying t in exhibit form, var were collected.

#### Materials

# Continued and Additional Suggested Learning Experiences

the layers of hardened sediment, resembling the

development of sedimentary rock in nature.

I. (cont.)

Bacon,

6. Use a quart waxed-cardboard milk container & plaster of paris, mix & color a small batch 3 or 4 times each day (at hour intervals or more) --enough for a half inch per pouring. Punch small holes in sides of carton to allow for drainage & quicker drying. At the end of several days, the container can be stripped away, revealing

lates rips

# II. (cont.)

of how these materials were for d or changed (in part) & how we might use so a of them. Emphasize enjoying these materials too. Relate, in exhibit form, various materials to where they were collected.

ıre

C 0 Discipline Are An adequate supply of pure water N is essential for life. Subject Problem Orien: BEHAVIORAL OBJECTIVES SUGGESTED Cognitive: Describe how Student-Centered in rollution affects fish class activity and birds who eat fish--Discuss commercial fishwrite a paragraph. Be able ing areas -- how fish are to relate stories from caught, canned, frozen, 占 Weekly Readers, etc. etc. Lead to discussion Affective: Each child of what is happening to will rate in order of some fish. Why did our Project greatest to least. government say tuna was polluting effects on unsafe to eat? Why are water. Answers may vary. Wisconsin fishermen told to 4 plant life 1 erosion eat only one meal of fish a week caught in certain 9-70-0135-1 1 detergent water polluted waters. Discuss birds what causes pollution--2 spoiled detergents, factory wastes food cattails raw sewage. 2. Collect pictures from 3 tin cans snakes magazines and papers showing birds and fish that have been hurt by pollu-Skills to be Learned tion. Discussion 3. Illustrate how food re-Demonstration quirements are met in a Observations country such as Japan, Cause & effect relationwhere population is large ships and agricultural land limited. The following ESEA can be used--prepare a variety of sea foods such as herring, tuna, clams, etc. and have each pupil sample on a cracker. (cont. quate supply of pure water al for life. AL OBJECTIVES cribe how ects fish eat fish-caph. Be able cies from etc. ch child order of east, ects on s may vary. erosion water birds 4 cattails 3 snakes earned

Discipline Area

Social Studies

Subject

Fishing Regions

Problem Orientation Resources

through.

Grade

#### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - Discuss commercial fishing areas -- how fish are caught, canned, frozen, etc. Lead to discussion of what is happening to some fish. Why did our government say tuna was unsafe to eat? Why are Wisconsin fishermen told to eat only one meal of fish a week caught in certain polluted waters. Discuss what causes pollution -detergents, factory vastes, raw sewage.
  - 2. Collect pictures from magazines and papers showing birds and fish that have been hurt by pollution.
  - 3. Illustrate how food requirements are met in a country such as Japan, where population is large and agricultural land limited. The following can be used--prepare a variety of sea foods such as herring, tuna, clams, etc. and have each pupil sample on a cracker. (cont.)

Outside Resource and II. Community Activities 1. If there is a good sewage purifying system in the area, arrange a visit. Then have the students outline/draw/ color the possible cycles that local water goes

t relation-

## Resource and Reference Materials

Brochures - D.N.R.

"Our Growing Water Problems"

R.G. Lynch - 1959

National Wildlife Federation
1412 - 16th Street N.W.

Washington, D.C.

Audio-Visual:

"Enough Water for Everyone"
(Filmstrip) Encyclopedia
Brittanica Ed. Corp. #9090

Community:
Water Dapt. Representative

# Continued and Additional Suggested 1. (cont.)

This will acquaint them with must eat for protein. Studenteat for protein.

4. Have two large glass contain water and another with very pound and put in and feed same food be a marked difference in vita explain why.

5. Bring into class a game ward commercial fisherman and have that pollutes a particular bod

6. Ferhaps an interesting way o have two glasses (one clean wa two volunteers. Have first dr second to drink dirty water--m unteer who won't drink it.

7. Have students draw up a lis explain how they get into the soap, phosphates stimulate platoxygen out of water, therefore

aterials

Continued and Additional Suggested Learning Experiences

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ve

This will acquaint them with the kind of food that Japanese must eat for protein. Students can determine what foods we eat for protein.

4. Have two large glass containers...fill one with fresh water and another with very polluted water. Then buy fish and put in and feed same food. Over a period, there should be a marked difference in vitality of fish. Have students explain why.

5. Bring into class a game warden/conservationist, or commercial fisherman and have him explain just what it is that pollutes a particular body of water.

have two glasses (one clean water, one polluted). Ask for two volunteers. Have first drink clean water, Ask the second to drink dirty water--make sure you select a volunteer who won't drink it.

7. Have students draw up a list of major pollutants and explain how they get into the water-e.g. phosphates from soap, phosphates stimulate plant life, plant life takes oxygen out of water, therefore lake ages more rapidly.

C 5. An acequate supply of clean air is N essential because most organisms Discipline Area Soci E depend on oxygen, through respiration, Subject Problem Orientation \_ T to release the energy in their fcod. SUGGESTED LEARNIN BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: Be able to write 5 reasons for air pollution. activity A. Class Affective: A group of the 1. Discuss ways of constudents can prepare a panel serving nonrenewable or display of ways each of resources. Example: us can lessen pollution e.g. The automobile & the walking, cleaner heating mineral resources & air system in home, no smoking pollution problems. Disor any other project cussion could include showing the above on reusing minerals in car industry purifying developmanufacturing. ments. 2. Discuss articles from magazines & papers brough Skills to be Learned in by pupils or written Scan papers & magazines by pupils. for articles on air 3. Develop experiments to pollution show how impure air Find & report on proposed affects us, such as, dust new cars to reduce pepper, chalk, dust in exhaust air, stuffy room, etc. Write reports 4. Write about problems Develop experiments caused by impure airhay fever, coal miners, lung disease, etc. 5. Develop own experiments. 6. The first point would be to have the students defi just what pollution is. Acquaint them with differ

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types of pollution e.g. & water, land. Then have



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most organisms

Discipline Area Social Studies

SUGGESTED LEARNING EXPERIENCES

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Subject

Manufacturing Cities

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Problem Orientation Clean Air Grade 4

CTIVES to write ollution. of the e a panel each of

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S

I. Student-Centered in class activity A. Class

- 1. Discuss ways of conserving nonrenewable resources. Example: The automobile & the mineral resources & air pollution problems. Discussion could include reusing minerals in car manufacturing.
- 2. Discuss articles from magazines & papers brought in by pupils or written by pupils.
- 3. Develop experiments to show how impure air affects us, such as, dust, pepper, chalk, dust in air, stuffy room, etc.
- 4. Write about problems caused by impure airhay fever, coal miners, lung disease, etc.
- 5. Develop own experiments.
- 6. The first point would be to have the students define just what pollution is. Acquaint them with different types of pollution e.g. air, water, land. Then have (cont.)

II. Outside Resource and Community Activities A. Outside activity

1. Have one or a group of students try to interview one of the local. major pollutants to see what efforts are being made to lessen air pollution.

106

Resource and Reference Materials
Publications:

Continued and Additional Suggest:

I. (cont.)
them list as many types of air
can. I would expect answers su
smoking, airplanes, factories,
fireplaces.

Audio- 1: Filmstrips:

Pollution, Conservation: Saving Our Environment, Troll Assoc.

Air & Life 533
Our Water Air 33.7
Story of Air 551.5

Air Pollution & You 614.7 All from Green Bay Public

Library

107

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ce Materials

Continued and Additional Suggested Learning Experiences

I. (cont.)

them list as many types of air pollutants as they can. I would expect answers such as auto exhaust, smoking, airplanes, factories, coal furnaces, and fireplaces.

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C 6. Natural resources are not equally N distributed over the earth or over Discipline Area E time and greatly affect the geographic Subject T conditions and quality of life. Problem Orientation BEHAVIORAL OBJECTIVES Cognitive: Knowledge of the size and shape of Wisactivity consin. A knowledge of the differences of land within the state. Listing of the different natural resources which abound in Wisc. and the reasons for these land formations, etc. Explain the great influence the glacial movement had on the state. Geographic elements of Wisc. Includes lakes, soils, forests, people, cities, farmers, & cattle.

Skills to be Learned

Affective: The teacher

a checklist of natural

the growth of cities.

resources to be rated as

(river, ores, farmland,

strongly or weakly affecting

railroad, mountains, oceans.

lakes, desert, creek, etc.)

Will provide each student

How to read a map Map projects with keys Critical and cause & effect

thinking

Identification of road map symbols

#### SUGGESTED LEARNI

I. Student Centered in class

1. Have different groups of students work on map projects that depict lakes in around Wisc., soils, forests, people, cities, & cattle. Work with "keys" with explanations. Cut out pictures from magazines depicting resources, paste on map.

2. Large box of dirt & piece . Have students experi ent with the idea of how the glacier worked.

3. Give students a large blank map and have them fill in where the Great Lakes are, the Fox, Lake Winnebago, Wisc. River, & Miss. River. Also where large cities are. Have them relate the two.

4. Same experiment as used in (1) can be performed to show how the Kettle Moraine was formed.

Project

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Wisconsin History

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OBJECTIVES

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Problem Orientation Resource Usage Grade

## SUGGESTED LEARNING EXPERIENCES

- Student Centered in class activity
  - 1. Have different groups of students work on map projects that depict lakes in around Wisc., soils, forests, people, cities, & cattle. Work with "keys" with explanations. Cut out pictures from magazines depicting resources, paste on map.
  - 2. Large box of dirt & piece of ice. Have students experiment with the idea of how the glacier worked.
  - 3. Give students a large blank map and have them fill in where the Great Lakes are, the Fox, Lake Winnebago, Wisc. River, & Miss. River. Also where large cities are. Have them relate the two.
  - 4. Same experiment as used in (1) can be performed to show how the Kettle Moraine was formed.

II. Outside Resource and Community Activities

1. If such formations are in locality, have the class visit a "kettle moraine" or a ridge cut out by the glacier. To point out vividly how resources determine the jobs in an area, take class to

some local industry to tour. Be sure to bring out natural resources involved. Show how the Great Lakes & rivers originated the site as a means of transporation &

power.

of road map

ause & effect

### Resource and Reference Materials

Continued and Additional Suggested

Publications:

Exploring Wisconsin by Romano and Georgiady, Follett Pub., p. 4-19 Geography of Wisconsin: A content outline, pub. by Finlay.

Geography of Wisconsin Manual, Department of Resource Development, Madison, Wisc. 1963

Audio-Visual:

Filmstrips from Brown County
Library:
Map Making, 910.7
Wisconsin Scenes, 917.75
Natural Boundaries of Wisc., 917.75
Natural Resources, 662.6
Natural Resources & Industrial
Development, 973.8

Community:

Field trip to area paper mill, car manufacturer, fishing industry, shipperd, etc.

Continued and Additional Suggested Learning Experiences aterials mano and p. 4-19 content nual evelopment, nty sc., 917.75 strial mill, g

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	C-7. Factors such as facilitating transportation,			
	0	ation growth, Discipline Area	Social Stu	
	c	:		
	E and increased leisure time	have a great Subject	Social Stu	
	T influence on changes in lar		ion <u>Popula</u>	
	centers of population dens	ity.	אסאדאות היינהו	
	BEHAVIORAL OBJECTIVES	SUGGESTED LEA		
田	Cognitive: The students	I. Student-Centered in class activity	Cor	
ပု	will write a report on how their families have	A. Have students write an	1	
H	changed because of the	imaginary story on how		
ب	increased leisure, etc.	they think their communit	ty i	
roject	Write a projection the	will have changed by the	В.	
.0	future.	time they are grown up.	.   4	
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4	our community, the students will describe how it has	y e		
<u> </u>	alaura h court de l'adriga		10.00	
35	time, economic conditions,			
.01	transportation, etc. in			
70-	his life up to now.			
- 1	Classian to be Incomed			
59	Skills to be Learned Interviewing	Personal Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of t	z e glandelik femere sen	
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popula	tion growth, Discipline Area	Social Studies
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	SUGGESTED LE	EARNING EXPERIENCES
ents ents ents ave he tc.	I. Student-Centered in class activity A. Have students write an imaginary story on how they think their communwill have changed by the time they are grown up.	community Activities  A. Find out from the libraria the new population configures.  B. Ask for volunteers to share
at tudents has eisure tions, in		

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Resource and Reference Materials

Continued and Additional Suggeste

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Publications:

Badger Histories, State Historical Society

Social Problems of Education

Districts in Wisconsin, Dept. of

Public Instruction

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Audio-Visual:

Check film strips on St Lawrence Seaway, which has greatly enhanced water transportation to & from Wisconsin

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Filmstrips:

Historical Background of the Seaway
The Seaway Power Project
Seaway Travel

Community:

Community Historical Society

Continued and Additional Suggested Learning Experiences ce Materials te Historical 网络克拉斯 机铁矿 人名巴拉尔 威尔斯 化氯化物 医血管囊炎 ucation and ambine allow in, Dept. of - Brath gold Cook Felice will the control of the best by the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the contr come a made como inferior de administration of the second Pear or will decreed St Lawrence serials in the composite the series reatly enhanced eloci ilinan alimini ilicu n to & from and suffer to the extense has been been nd of the Seaway bject Society

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omic, social, and determine status Discipline - Area Social Studies nd attitudes Subject Wisconsin Government Political nment. Problem Orientation Factors Grade ECTIVES SUGGESTED LEARNING EXPERIENCES n list Student-Centered in class I. Outside Resource and II. titles. activity own way, Community Activities 1. a basic description & 1. Have class write to Senator onmentall discussion of the demoand/or assemblyman/representativ cratic system. efinquiring about current prob-2. A real election of a about lems or legislation (Class member of the class to may have to be informed & invite a guest speaker. filled in on problem). Also, Have each student draw up class can elect people to a list of questions for ents draft the letter. speaker. Choose, by show 2. Visit a courthouse, capitol vices of hands, the best.) es of or any of the other institutions 3. Try to find out how a that provide government serbill is introduced to vices. legislature & how it becomes a law. 4. Discuss how life is different today from a hundred years ago. Draw up a list of needs of 100 years ago and compare to needs of today.

Resource and Reference Materials

Continued and Additional Suggested Le

Publications:

Books:

Wisconsin Blue Book

Exploring Wisconsin, Follett,

pp. 82-94.

The Framework of Wisconsin

Government

Wisconsin Men; Women by George

Williams

Pamphlets:

Badger History

Wisconsin Government Official

Directory, Brown County

#### Audio-Visual:

Films:

Wisconsin Makes Its Laws #2467, BAVI Wisconsin Patrols For Safety #2279

BAVI

Man or The Hill (Congressman)

Filmstrips:

Wisconsin Government

Our Government

Community:

brief tour of County Court with brief explanations of functions or services that go on there. tour of police station to see services offered by this branch of government service if possible, visit state capitol Continued and Additional Suggested Learning Experiences ials ge 67, BAVI #2279 th ons nch tol

Discipline Area Subject Problem Orientation

BEHAVIORAL OBJECTIVES

8. Cultural, economic, social, and

SUGGESTED LEARN Student-Centered in class

in which your school & family depend on you &

Affective: Defend your answer: The school and home run better with or

Organize groups from class for cleanup of playground; collecting for

Making posters to be distributed & displayed activity

1. Have the students list the jobs & chores they perform at home or in the neighborhood. Discuss how their roles contribute to or detract from the quality of life in their home & neighborhood. Ask them what would happen if they stopped performing the various tasks they described.

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actors determine status

Discipline Area

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SUGGESTED LEAR ING EXPERIENCES Student-Centered in class I. activity

1. Have the students list the jobs & chores they perform at home or in the neighborhood. Discuss how their roles contribute to or detract from the quality of life in their home & neighborhood. Ask them what would happen if they stopped performing the various tasks they described.

II. Outside Resource and Community Activities

Resource and Reference Materials

Continued and Additional Sugge

Publications:

First Book of Conservation by F.C.

Pub. by Franklin Watts, N.Y.

Badger History, Wisc. State

Conservation Dept, Madison

Audio-Visual:

Filmstrip:

Water Pollution, Brown County

Library

Conservation Road

Air Pollution: Take A Deep

Deadly Breath.

(above 2 are films and are from the Brown County Library, Green Bay)

Community:



Continued and Additional Suggested Learning Experiences Taterials on by F.C.  $\overline{\mathrm{N}}.\mathrm{Y}.$ ite son in a situation between the affirmation Legis distribution and the second alice AL PROFES AND CONSTRUCTOR County eep are Library,

C 10. Short-term economic gains may				
N produce long-term environme	ental Discipline Area Social			
C E losses. P	Subject <u>Wiscons</u> Re			
Τ	Problem Orientation Ab			
BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING			
Cognitive: Students will graphically illustrate (through a medium of their choice) the cause & effect relationship between a chosen industry or local occupation & its environmental effects.  Affective: Students will gain a complete picture of various aspects of an industry & be able to make yalue judgements about it.	I. Student-Centered in class activity A. Classroom  1. Set up panel discussion contrasting the market economy concepts of industry, etc. with the long term values lost to the environment by unenlightened exploitive extractive of the resource.  2. Discuss the concept behind the term "penny; wise, pound			
Skills to be Learned Investigation Panel discussion	foolish".  3. Possible areas of discussion: Forest industries vs groups like audubon or wilderness watch.  Open pit mine industry vs beautification group Farmer who uses was all practices with Soil Conservation District office			

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Discipline Area Social Studies

Subject

Wisconsin History

Resource

Problem Orientation Abuse

Grade 4

#### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Classroom
    - 1. Set up panel discussion contrasting the market economy concepts of industry, etc. with the long term values lost to the environment by unenlightened exploitive extractive of the resource.
    - 2. Discuss the concept behind the term "penny wise, pound foolish".
    - 3. Possible areas of discussion: Forest industries vs groups like audubon or wilderness watch.

Open pit mine industry vs beautification group Farmer who uses wasteful practices with Soil Conservation District office.

- II. Outside Resource and Community Activities A. Outside classroom
  - 1. Investigate several industries having a very direct productenvironment relationship.
    - a. Lumbering-Many forests ravaged by profit seekers.
    - b. Mining-The scenic beauty, lands, homes, & streams are destroyed.
    - c. Farming-Soil erosion
      - & pesticide damage.
  - 2. Visit a farm having students prepare some questions on crop rotation, strip planting, diversified farming, plowing under, drainage, fertilizer, etc.
  - 3. Have a county agent or county forester visit the classroom & discuss aspects of a local problem. e.g. Green Bay-mining at Baird's Creek.

Resource and Reference Materials Publications:

Continued and Additional Suggeste

How Man has Used the Soil How Man Conserves the Soil Ency. Brit. Ed. Corp. #736

Audio-Visual:

Filmstrips:

Our Forests & What They Mean To Us, 634.9 Green Bay Public Librar

America's Dairyland

G-108-120 Using Our Trees Wisely, CESA Films:

Wisconsin Agriculture Timber of Jun Times Mil Jour

The Lumberman, EBF

Community:

Local gravel/sand pit

Farms

School Forest

Materials Continued and Additional Suggested Learning Experiences <u>11</u> 736 三、李子子等等的公司,分别是海岸的大学等的公 Mean To olic es Wisely,

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11. Individual acts, duplicated N or compounded, produce significant Discipline Area

Social

environmental alterations over time. Subject

Early

Problem Orientation Co

#### BEHAVIORAL OBJECTIVES

Cognitive: Given problems of unwise use of land, students will develop activities on how man may remedy his mistakes. Affective: The student will accept the fact that clearing land by the early pioneers caused waste of lumber, floods, dust storms, and soil erosion. Therefore, he will preserve the natural resources.

Skills to be Learned Develop and set up demonstration Research into length of time it takes trees to grow to reforest Use reference materials to find answers to problems

#### SUGGESTED LEARNING I. Student-Centered in class Activity

- A. Set up demonstration showing how a small plot of soil can be eroded when there are no roots to hold soil.
- B. Set up demonstration showing devastation caused by dust storm (soil - fan)
- C. By use of film, show how modern lumber companies reforest land.
- D. Have children bring cones from evergreen trees that grow in their own community.
- E. Have children bring in a small log used for firewood. Examine the log's bark, wood, weight, etc. Let children show what parts are often wasted in lumbering.



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l alterations over time.

Subject

Early history of Wis. & Midwest

Problem Orientation Conservation Grade 3-4

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- SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class Activity
  - A. Set up demonstration showing how a small plot of soil can be eroded when there are no roots to hold soil.
  - B. Set up demonstration showing devastation caused by dust storm (soil - fan)
  - C. By use of film, show how modern lumber companies reforest land.
  - D. Have children bring cones from evergreen trees that grow in their own community.
  - E. Have children bring in a small log used for firewood. Examine the log's bark, wood, weight, etc. Let children show what parts are often wasted in lumbering.

II. Outside Resource and Community Activities

Resource and Reference Materials Publications:

Continued and Additional

Lumber in Pictures - Kriger
The Story of Lumber - Floethe
What is a Tree? - Darby
A Tree Is a Plant - Bulla
Tall Timber - Colby

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Audio-Visual:
Weyerhauser film on Lumbering

Community:

nce Materials Continued and Additional Suggested Learning Experiences Kriger - Floethe Bulla Notedar 141 / sawersa gardijos ir ras kie ietugūs, died 三角 整件 计图像 计连续控制 to a company that we have est de latid i Etak Gr ng fi normalia inggalit fila ik when acres and presum In Weens after a meatigen to eld Three and a line of responding Confidence of the action of the action yekoba webebaya Mare Jebera L ame we brise yrite, at he to talle legit so to Lice fire umbering and that a that j signosan a Aliberat THE REPORT OF STATE

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Problem Orientation Con

#### BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: After writing his views on conserving natural resources, the student should appreciate the value of private ownership & also the responsibility of taking care of the things over which he has ownership. Anything has a value because it offers some type of service. Student should realize that his care & use can either enhance or detract from walue of his possessions. Affective: The students will write what they can do to show their neighbors that they care about them and also about the people

- I. Student-Centered in class activity
  - A. Classromm discussion
    - 1. How soil may be wasted
      - a. Top soil may blow away
      - b. Floods & rains carry away soil
      - c. Where trees are cut (and not replanted) soil may be eroded away
    - 2. How soil may be saved
      - a. Terracing
      - b. Contour plowing
      - c. Strip cropping
      - d. Replanting of trees
      - e. Dams
    - 3. How city people may practice stewardship
      - aa. Keep grass cut & dandelion dug so that neighbors' yard will not be full of weeds
      - b. Keep property attractive neat so neighborhood will benefit
      - c. Outdoor pools must be fenced or covered, so small neighbors will be protected

Skills to be Learned Learn definition of "conserve" & to use it Writing reports

who may live some day

where the students do now.

ESEA

rshin must be Discipline Area Social Studies ewardship and ach upon or violate Social Studies Subject ight of others. Problem Orientation Conservation Grade JECTIVES SUGGESTED LEARNING EXPERIENCES writing I. Student-Centered in class II. Outside Resource and rving activity Community Activities the A. Classromm discussion reciate 1. How soil may be wasted undusyst cost ite a. Top soil may blow away he b. Floods & rains carry taking away soil over c. Where trees are cut rship. (and not replanted) lue soil may be eroded away some 2. How soil may be saved Student a. Terracing at his b. Contour plowing cher c. Strip cropping from d. Replanting of trees essions. e. Dams tudents 3. How city people may practice ney can stewardship neighbors aa. Keep grass cut & dandelions out them dug so that neighbors' yards e people will not be full of weeds day b. Keep property attractive & s do now. neat so neighborhood will benefit ned c. Outdoor pools must be of fenced or covered, so small use it neighbors will be protected

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### Resource and Reference Materials

# Continued and Additional Suggested Le

### Publications:

American Forestry Magazine
Social Sc. - Concepts & Values Harcourt & Brace, p. 114-127

Proceed of the Court and

### Audio-Visual:

Resources

Free movie from Weyerhauser Lbr.
Co. on Tree Farming Methods
Filmstrip:
"Using Our Forests Wisely" from
group Conserving Our Natural

### Community:

Have local district forester talk to youngsters about planting, etc.

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#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needs

In commenting on each episode used in your class, you may veformat. Please feel free to adapt it and and more pages. Let comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
  A. In Class:
  - B. Cutside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)

### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

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INSTRUCTION - CURRICULUM Project I - C - E ED055917 A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION DISCIPLINE AREA Social Studies GRADE Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338

- C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

ENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

NE AREA Social Studies GRADE 5

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

#### PREFACE

If you wish to excite students about their environment, help is re of over a hundred teachers, year long meetings, a summer workshop, u ecologists, this guide means realistic, developed aid for you, Plea which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are design

ces -- to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your stu to adapt, adopt, or use. By design, the range of suggestions is mentation and usage are even wider. Many episodes are self-conta others can be changed in part or developed more keenly over a few

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning expe The reasons are simple. No guide has all the answers and unless viewed in the context of your classroom situation. Thus, give it a triple reading, check over the resources listed, make m prime your students, and seek help. The Project personnel and te knowledgement page stand ready to aid your efforts. Feel free to

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 private. We will send available materials pre-paid. Call for an

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library f Center materials. Please offer suggestions, comments, or advice-

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch ide suggestions on the episode pages or use the attached evaluation for lected in late May next year and will be used in our revisions. I reactions and suggestions -- negative and positive. Please note that in the episodes may refer to specific, local community resources of cases, individual school districts and teachers will have to adopt stitutes. A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival--Creation's beauty and complexity -- often noted as the work of a gen and human energy to save. A year's work by a hundred of your fell gesture. Without you, their work will crumble, and so might we al let us live to think, feel, and act in harmony with our world.

4. EPA - Environmental Problem Area



<sup>1.</sup> Cognitive means a measurable mental skill, ability, or process 2. Affective refers to student attitudes, values, and feelings.

<sup>3.</sup> APWI means Acceptable Performance Will Include (labels a cognit



PREFACE

excite students about their environment, help is ready. Thanks to the efforts d teachers, year long meetings, a summer workshop, university consultants and guide means realistic, developed aid for you. Please note the following ideas ted teachers in writing and editing this guide.

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into existing, logical course content.

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other experts have simplified the issue--survival -- yours, mine, our students, uty and complexity--often noted as the work of a genius--will take our genius gy to save. A year's work by a hundred of your fellow teachers is a saving out you, their work will crumble, and so might we all--literally.

think, feel, and act in harmony with our world.

Editorial Board eans a measurable mental skill, ability, or process based on factual data. efers to student attitudes, values, and feelings.

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Robert Cook, UWGB Dennis Bryan, UWGB

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Problem Orientat

cesses.

## BEHAVIORAL OBJECTIVES

Cognitive: The child, through comparative discussion about two trays of grass, will state how energy from the sun is converted through plant photosynthesis into a form all living things can use for life.

Affective: Students will suggest, in a discussion, three ways the sun benefits them.

Skills to be Learned.

Construct maps
Conducting an experiment
Comparative reasoning
Oral or written report
Constructing a bul

Constructing a bulletin board display SUGGESTED LE I. Student-Centered in class activity

1. Construct maps depicting rassland and forested areas of early U.S. hist and today. (Transparenci

 Class groups should try to establish what is nec essary for the life of a green plant.

3. Plant two trays of gras Place one in dark room & one in sunlight.

4. Through comparative discussion, state why the two trays are different.

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energy, is converted through photosynthesis into a form all things can use for life pro-AVIORAL OBJECTIVES e: The child, comparative disabout two trays of ill state how rom the sun is d through plant thesis into a living things for life. e: Students gest, in a on, three sun benefits o be Learned. ct maps ing an experiment tive reasoning written reeting a bulard display

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Subject

Social Studies

cesses.

Problem Orientation Energy Use

Grade

# SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - 1. Construct maps depicting grassland and forested areas of early U.S. history and today. (Transparencies)
  - 2. Class groups should try to establish what is necessary for the life of a green plant.
  - 3. Plant two trays of grass. Place one in dark room & one in sunlight.
  - 4. Through comparative discussion, state why the two trays are different.

- II. Outside Resource and Community Activities
  - 1. Seek materials that explain how grasses and trees grow (emphasizing sun's energy).
    - a. For bulletin board
    - b. For oral or written report.
  - 2. On the child's own block look for areas of different grass growths in lawns.
  - 3. Oral report.
    - a. What did the child observe

Resource and Reference Materials

Continued and Additional Suggested

### Publications:

Books:

Exploring Regions of the Western Hemisphere - Follett, 1966, p. 213

Place in the Sun: Ecology and the Living World by Lois & Louis Darling. Morrow, 1968

### Audio-Visual:

Overhead Transparencies: 0073-Tree is a Living
Thing, Bureau of Audio
Visual Instruction, P.O.
Box 2093, Madison, WI
53701

# Community:

Local Area County Agent Forest Manager (ranger)

Materials Continued and Additional Suggested Learning Experiences
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O N th	emselves and their environment,	Discipline Area	Soc
C E <u>f</u> c	rming an intricate unit called an	Subject	Soc
T ec	eosystem.	Problem Orientat	ion _

# BEHAVIORAL OBJECTIVES

Cognitive: The student will write a report showing that all living organisms interact among themselves & their environment forming an intricate unit called an ecosystem.

Affective: The child will

Affective: The child will investigate the value of living organisms in relation to their ecosystem.

Skills to be Learned
Reporting orally
Comparative discussion
Predicting
Writing a report

# SUGGESTED LEARNING Student-Centered in class activity

- A. On a U.S. map shade in the area of the coniferous forest.
- B. Class groups report orally:
  - 1. Physical environment
    - a. Climate
    - b. Kind of soil
    - c. Topography
    - d. Amount of light
  - 2. Animals
    - a. Kinds
    - b. Characteristics
    - c. How suitable to their environment.
  - 3. Plants
    - a. Kinds
    - b. Why they grow best here.
- C. Discuss ecosystem in light of reports & what happens if one element is removed.
- D. Orally compare the ecosyste of 1 sq. ft. of land with that of the coniferous fores (Similarities & differences)
- E. Given an ecosystem & its physical characteristics, th student will predict from a given list, the kinds of organisms that live there.

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BJECTIVES udent rt showing rganisms emselves nt forming called an

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SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

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    - b. Why they grow best here'.
- C. Discuss ecosystem in light of reports & what happens if one element is removed.
- D. Orally compare the ecosystem of 1 sq. ft. of land with that of the coniferous forest. (Similarities & differences)
- E. Given an ecosystem & its physical characteristics, the student will predict from a given list, the kinds of organisms that live there. (cont.

II. Outside Resource and Community Activities A. Examine 1 sq. ft of

land on the school vard & try to locate its ecosystem.

Resource and Reference Materials

Continued and Additional Sugge I. (cont.)

Publications:

Encyclopedia

Interaction of Man & the Biosphere Rand McNally, C. 1970, p. 182.

F. Write a report showing part of one large ecosys smaller ecosystems.

Audio-Visual: Library United States Map

Community: Schoolyard Marsh Vacant lot Woods

terials

iosphere

Continued and Additional Suggested Learning Experiences

I. (cont.)

F. Write a report showing how all organisms are part of one large ecosystem made up of many smaller ecosystems.

3. Environmental factors are limiting Discipline Area Soc on the numbers of organisms living Subject E within their influence, thus, each Soc Problem Orientation Carr T environment has a carrying capacity. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING E The child will Cognitive: Student-Centered in class I. construct a cross-section activity map and state five of the 1. Construct bulletin board relationships of carrying of changes of land (original, capacity to the environcotton, slave-labor, overmental factors of the cropped, conservation prac-South Central States. tices, machinery) Project Affective: The child 2. Discuss how to read crosswill accept the issue section maps that cotton was able to 3. Construct cross-section support many people, after maps over-use production went 4. Construct then and now down and the carrying maps of land use (agri-59-70-0135-1 capacity became limited, cultural) so people moved westward. 5. Report about people who helped solve the problem. Skills to be Learned Read & construct cross section maps Construct "then & now" maps ESEA



il factors are limiting of organisms living Discipline Area Social Studies Subject fluence, thus, each Social Studies a carrying capacity. Problem Orientation Carry Capacity Grade BJECTIVES SUGGESTED LEARNING EXPERIENCES hild will Student-Centered in class II. -section Community Activities activity re of the 1. Construct bulletin board carrying of changes of land (original, environcotton, slave-labor, over-'the cropped, conservation pracites. tices, machinery) hild 2. Discuss how to read cross-.ssue section maps ble to 3. Construct cross-section ele, after maps on went 4. Construct then and now ying maps of land use (agriimited. cultural) estward. 5. Report about people who helped solve the problem. ned cross-& now"

Outside Resource and

1. County Agent lead a tour of county showing good & bad practices.

2. Obtain soil profile maps from county agent.

3. Take soil samples measuring for top soil (Roadside ditches)

4. Child should observe & tell of examples he sees.

5. Find a book of a family or child who lived thru this type of experience (Box Car Family)

6. Check filmstrip or transparency file at the library for materials applicable.

7. Locate maps and pictures related to South Central States.

Resource and Reference Materials Publications:

Continued and Additional Sugges

Books:

Exploring Regions of the Western Hemisphere, Follett, p. 233-62.
The Social Studies and Our Country, Laidlow, p.283
In These United States and Canada, Heath, p.311

# Audio-Visual:

Community:
County agent
Interview parents &
relatives, if appropriate.

ce Materials

Continued and Additional Suggested Learning Experiences

the Western, p. 233-62.
nd Our
.283
es and

C 3. Environmental factors are limiting

N on the numbers of organisms living C

Discipline Area

E within their influence, thus, each

Subject

T environment has a carrying capacity.

Problem Orientatio

### BEHAVIORAL OBJECTIVES

Cognitive: The student will identify local industries and the limit to the number of employees for each industry. This will show an inderstanding of carrying capacity.

Affective: The student will, through observation, letters, personal contact, suggest the importance of carrying capacity on his community.

Skills to be Learned. Telephones for info.

Letters for info.
Observation
Organizing info.
Interviewing
Asking & answering
precise questions
Develop a form for
interviewing

# SUGGESTED LEAD

I. Student-Centered in class activity

1. Identify the total employment of a firm

- 2. Identify the total number of people involved in a particular department
- 3. Construct a form to use to interview businessmen a. Name
  - b. How was it started
  - c. Number of employeesl. why only this no.
    - 2. what are the potentials for growth
- 4. Evaluate and organize information as to carrying capacity.

factors are limiting

f organisms living luence, thus, each

a carrying capacity.

Discipline Area \_

Social Studies

Subject

Exploring Eastern J.S.

Problem Orientation Carry Capacity Grade \_\_\_\_5

SUGGESTED LEARNING EXPERIENCES

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I. Student-Centered in class activity

- 1. Identify the total employment of a firm
- 2. Identify the total number of people involved in a particular department
- 3. Construct a form to use to interview businessmen
  - a. Name
  - b. How was it started
  - c. Number of employeesl. why only this no.
    - 2. what are the po-
- 4. Evaluate and organize information as to carrying capacity.

II. Outside Resource and Community Activities

1. Field trips to local businesses.

# Resource and Reference Materials Publications:

Continued and Additional Learni

Audio-Visual:
movie of local industry

Community:
Businessmen
Labor leaders
Chamber of Commerce

Materials

Continued and Additional Learning Experiences



C 3. Environmental factors are limiting

N on the numbers of organisms living

Discipline Area

E within their influence, thus, each

Subject

T environment has a carrying capacity.

Problem Orientation

#### BEHAVIORAL OBJECTIVES

Cognitive: The child will locate three settlements on a map and state 3 reasons why the people settled there, which relate to the carrying capacity of the area.

Affective: Child will organize material which will advocate the factors that influence the carrying capacity of an area.

Skills to be Learned
Charting information
Relating surface features
to historic development
Learning to visualize
historic events
Using pictorial material to present information.

# SUGGESTED LEARNI I. Student Centered in class activity

- 1. Make a chart giving names of the settlements, their national origin and reason why they were founded.
- 2. Select an early settlement and find why the people chose that particular place in which to settle.
- 3. Locate the settlements on a map. Notice their geographic location & discuss ways in which geographic elements affected their origin.
- 4. Make a study of an early American home & family. Dramatize a typical situation to show how early colonial life differed from ours today.
- 5. Collect pictures to show how people earned a living i the early settlements.

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organisms living uence, thus, each ECTIVES lld settlestate 3 ple h reng capa-1111 hich acthe f an d on eatures ment

Discipline Area \_\_\_ Social "tudies

ed.

Subject

U.S. History

a carrying capacity.

Problem Orientation Carry Capacity Grade

### SUGGESTED LEARNING EXPERIENCES Student-Centered in class

- activity 1. Make a chart giving names of the settlements, their national origin and reason why they were found-
- 2. Select an early settlement and find why the people chose that particular place in which to settle.
- 3. Locate the settlements on a map. Notice their geographic location & discuss ways in which geographic elements affected their origin.
- 4. Make a study of an early American home & family. Dramatize a typical situation to show how early colonial life differed from ours today.
- 5. Collect pictures to show how people earned a living in the early settlements.

II. Outside Resource and Community Activities

1. Visit a museum & note tools and utensils used in pioneer times.

ize

te-

or-

Resource and Reference Materials

Continued and Additional Suggest

Publications:

Books:

Colonial America by Fisher & Fowler. Grand Rapids, Fideler, 1960.

Coming of the Pilgrims by Smith & Meredith. Boston: Little, Brown, 1964.

This is Our Land, Franklin Patterson. Syracuse: Singer, 1963.

Audio-Visual:

Community: Museum

Materials

Continued and Additional Suggested Learning Experiences

sher & Fideler,

by Smith

klin Singer,

3. Environmental factors are limiting N on the numbers of organisms living Discipline Area E within their influence, thus, each Subject T environment has a carrying capacity. Problem Orientation Ca BEHAVIORAL OBJECTIVES SUGGESTED LEARNING Cognitive: The student Student-Centered in class will demonstrate activity carrying capacity issues 1. Play the game, "Make Your from several viewpoints Own World." (Rules and on a given environment directions come with the through an in-class debate. game.) Affective: The student will attempt to argue issues concerning carrying capacity as related to their environment. Skills to be Learned - 59-70-0135-1 Debating Critical thinking Analyzing ESSA Title III

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s of organisms living

Discipline Area

Social Studies

influence, thus, each

Subject

Social Studies

as a carrying capacity.

Problem Orientation Carry Capacity Grade 5

OBJECTIVES student ty issues ewpoints ronment lass debate. student argue ng carrying ated to their

SUGGESTED LEARNING EXPERIENCES Student-Centered in class I. activity

1. Play the game, "Make Your Own World." (Rules and directions come with the game.)

II. Outside Resource and Community Activities

- 1. Field trip through town pointing out the same problems as presented in the game.
  - a. Air pollution
  - b. Water pollution
  - c. Sewage plant
  - d. City dump
  - e. Marina
  - f. Racing facilities

arned

ing

# Resource and Reference Materials Publications:

Continued and Additional Suggested Lear

## Audio-Visual:

Man in His Environment, a classroom ecology kit. Coca-Cola distributor.

## Community:

Chamber of Commerce
Local Department of Natural
Resources
Sewage Plant

aterials Con	tinued and Addi	tional Sugg	gested Lear	ning Experien	ices
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C. Discipline Area 4. An adequate supply of pure water 0 N Subject is essential for life. E Problem Oriental P T SUGGESTED LEARNIN BEHAVIORAL CEJECTIVES I. Student-Centered in The pupil will Cognitive: explain two ways in which class activity water is purified which 1. Read about Ponce de will identify his under-Leon. 2. Locate Puerto Rico on standing of the concept that an adequate supply the map. of water is essential for 3. Locate Florida. 4. Write to St. Augustine life. Florida Chamber of Affective: Through realization of necessity of pure Commerce for presentwater to sustain life. day information on the The student will support preservation of this a concern for conservation spring. of natural water supply. 5. Films on..... Plants, fish, with and Skills to be Learned without water - in Writing with reasoning polluted waters-observe Learning to visualize effects on life. historic events 6. View science Compare Ponce's search teacher's demonstration with movements of this dayof filtered and nonnamely tapping, forming the filtered water. 7. Show and use water sea, etc. purification toblets. Map skills 8. Students will, in groups, find out how to purify water and find out how we can get drinkable sea water. 9. Who is a modern Ponce de Leon? Tell

why. (cont.)

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uate supply of p	oure water Discipline Area		
1 for life.	Subject	European Explo	rations
	Problem Orientat:	ion E.P.A. Water	Grade_5
- On TOCOUNING	SUGGESTED LEARNIN	G EXPERIENCES	
L OBJECTIVES	I. Student-Centered in	II. Outside Resou	irce and
e pupil will	class activity	Community Acti	lvities
ys in which	1. Read about Ponce de		
ied which	Leon.		•
his under-	2. Locate Puerto Rico on		
ne concept	the map.		
te supply	3. Locate Florida.	2.5 mg/s 225	
sential for	4. Write to St. Augustine		
and months	Florida Chamber of		
rough reali-	Commerce for present-		
essity of pure	day information on the		
ain life.	preservation of this		
ill support conservation	spring.		
	5. Films on		
ter supply.	Plants, fish, with and		
T nowmod	without water - in		
Learned reasoning	polluted waters-observe		
visualize	effects on life.		
· · · · · · · · · · · · · · · · · · ·	6, View science		
ts e's search	teacher's demonstration		
s of this day-	of filtered and non-		
ig, forming the	filtered water.		
ig, torming the	7. Show and use water		
	1' STION STIC AT A MANAGE	1 × × × × × × × × × × × × × × × × × × ×	

water.

purification tablets.
8. Students will, in groups, find out how

to purify water and find out how we can get drinkable sea

9. Who is a modern Ponce de Leon? Tell

why. (cont.)

## Resource and Reference Materials

## Continued and Additional Suggested

#### Publications:

Silver Burdett Co.
"The Changing World"1970
pp. 34-35.

Ginn & Co.

"The United States and Canada" 1961 - pp. 188-189.

Heath -"In These United States and Canada" 1969 - p. 205.

### Audio-Visual:

Filmstrip: Ponce de Leon Marinette Co. Bookmobile

Community:

Local Water Department
Educational Resources
Brochures - Community resource
people from Water Department
Visit local water plant

I. (cont.)
10. Visit local Water Department explain how the water is pur

Materials

## Continued and Additional Suggested Learning Experiences

70

Canada''

d States 205.

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esource rtment

(cont.)
 10. Visit local Water Department and have them show and explain how the water is purified for city use.

C 5. An adequate supply of clean air is Discipline Area N essential because most organisms de-E pend on respiration to supply the Subject Problem Orientat T oxygen needed to release the energy in their food. BEHAVIORAL OBJECTIVES SUCCESTED LEARN Cognitive: Through the plan-Ī. Student-Centered in ning or building of a modern class activity model city, students will 1. Find pictures of inrecommend that an adequate dustrial areas in large supply of clean air is essencities.(contrast early tial for life. individual cities with Affective: Students will modern cities) offer three suggestions for 2. Using transparencies, the need to correct air show how air is pollupollution in their community. ted. 3. Discuss: Is it feas-Skills to be Learned able to rebuild cities? Interpreting pictures. 4. Plan or build a Critical thinking about modern city. (arrange cause and effect of indusindividual areas, resitry on environment. dence and commercial areas)This project can be constructed of cardboard.

quate supply of clean air is Discipline Area Social Studies because most organisms de-Social Studies espiration to supply the Subject Problem Orientation E.P.A. Air eded to release the energy food. SUGGESTED LEARNING EXPERIENCES DRAL OBJECTIVES Through the plan-Student-Centered in lding of a modern class activity students will 1. Find pictures of inhat an adequate dustrial areas in large lean air is essencities.(contrast early fe. individual cities with Students will modern cities) suggestions for 2. Using transparencies, correct air show how air is pollun their community. ted. 3. Discuss: Is it fease Learned able to rebuild cities? ng pictures. 4. Plan or build a hinking about modern city. (arrange ffect of indusindividual areas, resironment. dence and commercial areas)This project can be constructed of cardboard.

II. Outside Resource and Community Activities 1. Tour local area and list local conditions (good and bad). How could it be improved? 2. Visit local paper mill or industrial plant for conducted tour.

Grade

Resource and Reference Materials

Continued and Additional Sug

Publications:

Text - "Trails to Freedom" Ginn - pp. 372-382.

Pamphlet (for the asking)

"Paper-People-Pollution"

Scott Paper Co. -Oconto Falls

Andio-Visual:

Film Steel Town - Wisconsin Manufacturing and Mining" (Univ. of Wisc. Extension)

Local newspaper photos

Community:



ence Materials

Continued and Additional Suggested Learning experiences

Container visit of the

Freedom" 2. asking) lution" Oconto Falls

Wisconsin Mining" xtension)

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·	N distributed over the earth	or over	Discipline Area	Socia
Į I	C E time and greatly affect th	e geographic	Subject	Glaci
	P T conditions and quality of	life.	Problem Orientation	Land
_	BEHAVIORAL OBJECTIVES		SHGGESTED LEARN	TNG EXE
-1 Project I-C-	Cognitive: By writing a report, the student will identify 3 different types of soil as left by the glacier and give a use for each.  a. Farming areas b. Industrial land c. Forest area He will, there strate an unde that natural resources are not equally distributed over the earth & greatly affect the geographic conditions.  Affective: The student becomes alert to the fact that soils are not equally distributed & different soils produce different vegetation.  Skills to be Learned Positive attitude toward living in any given area whatever the soil composition.  Working together Listening & observing Library Map skills	activity 1. Discus in sand 2. Use of a. buil 3. Glacie kinds o (Discus 4. Color covered 5. Discus certain a. Fore b. Lake 1. fis 2. sai 3. spo c. Indu 6. Observ for the glacier	map showing area	ING EXF II. C C c 1. 2. 3.
ERIC Full Yeart Provided by ERIC	(Cont.)		142	*

es are not equally the earth or over Discipline Area Social Studies affect the geographic Subject Glacial Effects on Soil elity of life. Problem Orientation Land Use Grade ECTIVES SUGCESTED LEARNING EXPERIENCES ing a Outside Resource and Student-Centered in class II. will activity Community Activities types 1. Discuss what grows well 1. Collect soil samples the in sand - clay - gravel. sand - clay - gravel. 2. Use of each kind of soil. ıse 2. Collect small rocks. a. building materials 3. Bring in bucket of snow. 3. Glacier brought different ice, gravel, sand. Put on kinds of soil with it. a board on a slant & let it (Discuss) melt showing glacial moveemon-4. Color map showing area ment & deposits. Let drain ling covered by glacier. in pan. es 5. Discuss vegetation in ricertain areas 1 & a. Forested areas b. Lake areas ls. 1. fishing lent 2. sailboating fact 3. sports equally c. Industrial areas ent 6. Observe: Write a report ent for the class on the gladier movement & its effects on man. oward area mpo-

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Resource and Reference Materials Publications:

Continued and Additional Suggested Learning

Social Studies and our Country, Lordlow, p. 39.

World Book

Skills to be Learned (Cont.)

Be able to simulate glacier movement in Collecting samples & identifying

Audio-Visual:

Community: science teachers





terials	Continued and Additional Suggested Learning	Experiences
ntry,	Skills to be Learned (Cont.)  Be able to simulate glacier movement in Collecting samples & identifying	classroom

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the earth or over affect the geographic ality of life. JECTIVES i.ld th the nat are ited & enter al ts will of the in their they of life. ed key in ation n maps,

Discipline Area

Social Studies

Subject

Map Skills and Resources

Problem Orientation Population

Grade

# SUGGESTED LEARNING EXPERIENCES

- Student-Centered in class activity
  - 1. Use overhead to demonstrate what a key is & where it is located.
  - 2. Have each child show the class a keyed map of the South Central states & what it tells them.
  - 3. Have class compare population map with natural resource map of region.
  - 4. Construct a keyed map of this county or city showing churches, schools, and tourist attractions.

- Outside Resource and II. Community Activities
  - 1. Locate books featuring keyed maps.
  - 2. Report on economic standards of people from different sections of this region. (Library)
  - 3. Invite soil specialist of the Department of Natural Resources to explain the value of soil and its bearing on the quality of life in the community. (This procedure can be applied to other resource people available to the community.)

# Resource and Reference Materials Publications:

Continued and Additional Suggested :

Park State Barrier, States &

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Confederation and the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confederation of the confeder

Exploring Regions of the Western Hemisphere, Follett, pp. 233-62, teacher's manual, pp. TG 61-64.

# Audio-Visual:

Community:

Chamber of Commerce
Department of Natural Resources
soil specialist
forester
game warden
businessmen
farmer

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Continued and Additional Suggested Learning Experiences ials ern 3-62, -64. 是不得是自己的意思的是是是 fritslik al delektrik I Blue or boat the are scarify dance and an eventary of the real -... The Alexander Tell College Alexand Francisco Ayles and Arthur i di kacamatan dan kacamatan The Arrest as Folk stories all all to the property of the life 公文的 恒线 (4) al volla 14 by agrantact 

es

C Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area Sc E and increased leisure time have a great Subject Sc T influence on changes in land use and Problem Orientatio centers of population density. SUGGESTED LEAF BEHAVIORAL OBJECTIVES Cognitive: Sketching a Student-Centered in class I. activity waterway from St. Lawrence River to Mississippi River 1. Using an atlas, locate rivers and area being on a map to show a natural water route, locating ten studied. Define upstream, downriver ports and stating stream, current, etc. five ways in which man On U.S. map label has polluted these waters rivers and shade in will indicate an understanding of the concept N. Central states. Locate and label ten that facilitating transm portation has an important river ports influence on population in N. Central states. density and the results 5. Individual reports on of such density. rivers and St. Lawrence o Affective: Students Seaway. will suggest ways of 6. Discuss advantage of stopping pollution in Wisconsin location and H the ring home. the river near their our locality. 7. Contrast and compare Skills to be Learned

Using an atlas

Map sketching

industries

lakes, cities,

SEA

Locations of rivers,

original water's conditions with todays.

Illustrate before and after scenes.

such as facilitating transportation,

conditions, population growth, Discipline Area Social Studies

eased leisure time have a great Subject

Social Studies

e on changes in land use and of population density. (#7)

Problem Orientation Transportation Grade

SUGGESTED LEARNING EXPERIENCES

- IORAL OBJECTIVES

  Sketching a
  rom St. Lawrence
  ississippi River
  o show a natural
  e, locating ten
  s and stating
  in which man
  ed these waters
  ate an under-
- ate an underf the concept
  itating transhas an
  on population
  d the results
  hasity.

Students st ways of ollution in near their

be Learned atlas hing of rivers, etties, es

- I. Student-Centered in class activity
  - 1. Using an atlas, locate rivers and area being studied.
  - 2. Define upstream, downstream, current, etc.
  - 3. On U.S. map label rivers and shade in N. Central states.
  - 4. Locate and label ten important river ports in N. Central states.
  - 5. Individual reports on rivers and St. Lawrence Seaway.
  - 6. Discuss advantage of Wisconsin location and our locality.
  - 7. Contrast and compare original water's conditions with todays.
  - 8. Illustrate before and after scenes.

- II. Outside Resource and
  Community Activities
  Library
  Research for reports
  Community
  Visit villages or cities
  in local areas that are
  - in local areas that are located on rivers. How has progress affected these rivers?

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AND BEAUTIFUL TO STATE

Resource and Reference Materials

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Tax ariy Mearl

Continued and Additional Sugg

### Publications:

Books:

The U.S. and Canada, Ginn,

p.p. 29-67, 240-248 In These U.S., Heath,

p.p. 277, 353

Our Hemisphere, Fraser

ere y the bases for all

ABBOOK WELL TO BE BEFFER TO

p.p. 214-244

### Audio-Visual:

Transparencies

### Community:

Free maps from gas stations Free posters and brochures from local

travel bureaus and the national airlines

Water: Industrial

pollution

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ct I-C-E	Cognitive: The student will display an understanding that transportation has an influence on land use by identifying three different types of transportation and their uses in building a city, and their effects upon society	activity A. Read B. Write powere the po	-Centered in	class gas d note	II. Co A.
je je	through pictures, models,		*		
Proje	drawings, or reports.				
Pr	Affective: In a class discuss-				В.
	ion, the students will suggest			·	•
Н	ways that cars and planes				C.
5-	influence their city.			r	
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- I. Student-Centered in class activity
  - A. Read text.
  - B. Write a report on gas: powered engines and note the pollution caused by these engines.
- SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities
  - A. Take a field trip to nearest gas station and see how exhaust hose is run underground to prevent asphixiation. Also get some information on use of lead free gas. Pool information.
  - B. Visit an airport and observe exhaust of planes.
  - C. Take 3 fly strips; hang one in gas station, one in busy downtown center, another in an air conditioned building
  - 1. Check after one week.
    - 2. Note results.

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onomic, social, and Discipline Area Social Studies rs determine status and attitudes Subject Social Studies Problem Orientation Attitudes Grade ronment. SUGGESTED LEARNING EXPERIENCES BJECTIVES ing the II. Outside Resource and Student-Centered in class e of Community Activities activity rope -1. Read and discuss early 1. Library human popų-French explorations & pura. Locate books on trapping, etc. etrimental b. Identify & illustrate early poses of settlers. (Bring ntrolled down to local area.) trapping methods he wild, 2. Define trading, pelts, c. Locate animal books written l popuin the first person tannery, etc. merica & 3. List uses of pelts. d. List near extinct species oday's 4. Imitation furs why & what? resulting from fashion fads. 5. Identify & report on 2. Community nts will local animals. a. Invite local game warden ildlife 6. Locate early routes & to speak on laws protecting determine trapping area on map of wildlife. to improve North America. b. Invite manager of local mals. mink farm to speak on care of animals & use of furs. ned c. List wild animals found ne (in locally and restrictions pers' on same. ld animal d. What part, as a student today's and a future adult, can you need. take to improve situations ls (French locally? s & specific wing fur flarms.

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Trails to Freedom, Ginn & Co.

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The Only Earth We Have by Lawrence Pringle.

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University of Wisconsin:

Animal Habitats

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Discipline Area Social St N manipulate, and change his E environment. Subject ጥ Problem Orientation Land BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXP I. Student-Centered in class Cognitive: The student will submit at least 3 activity examples of causes for A. Classroom 1. Read about the earyl change in a city environment from its early beginnings of Chicago. beginnings to the present 2. Discuss this early day in answer to the settlement: question: What has caused a. The land cover b. The buildings & roads changes in a city environment? c. Occupations Affective: Student will 3. Show movie, Chicago: voluntarily organize a Midland Metropolis. bulletin board display 4. Build models of "Old" to show some of the Chicago & "New" Chicago (present day) showing the changes that have taken place in their city from development, especially the time it was conceived of roadways & buildings. to the present day. 5. Brainstorm reasons for the great changes in the Skills to be Learned Chicago environment. Make Building models a list of the suggestions. Brainstorming 6. Using the list compiled Evaluating above as a basis for Comparing library research, evaluate & decide which suggestions are true. 7. Revise the list of suggestions from brainstorming, using library research findings.

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bility to manage, Discipline Area Social Studies change his Subject U. S. Social Studies Problem Orientation Land Use Grade 5 JECTIVES SUGGESTED LEARNING EXPERIENCES os elle des l'en colò si I. Student-Centered in class II. Outside Resource and udent st 3 activity Community Activities for A. Classroom A. Outside classroom 1. Read about the earyl nviron-1. Visit city library beginnings of Chicago. У & read about the present 2. Discuss this early early history of your he settlement: city. caused a. The land cover 2. Ask children to b. The buildings & roads search for pictures c. Occupations of the early settlement t will 3. Show movie, Chicago: of their city. (Parents Midland Metropolis. ze a grandparents or other play 4. Build models of "Old" relatives) le Chicago & "New" Chicago 3. Then have the class taken (present day) showing the discuss the comparison y from development, especially of their city "then" nceived of roadways & buildings. & "now". 5. Brainstorm reasons for the great changes in the led Chicago environment. Make a list of the suggestions. 6. Using the list compiled above as a basis for library research, evaluate & decide which suggestions are true.

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	C E losses.	Subject <u>U.S. History</u>
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ESEA Title III - 59-0135-1 Project I-C-E	Cognitive: The student will relate job expectancy in various careers through 'role playing" career choices which illustrate the concept.  Affective: The student will demonstrate on interest in eliminating long term environmental losses by choosing an environmentally oriented career from a list of all types of occupations.  Skills to be Learned Evaluating Critical thinking Cause and effect thinking Discussion thinking	Student-Centered in class activity  A. Read about the urban expansion of metropolitan areas (Chicago, Milwaukee, New York, Los Angeles, etc.).  1. Have class find what is being depleted as city expands.  2. In the discussion that follows the reading have class state their findings from the above readings and answer the the question, "What business sees to the selling of land for housing.  B. Write to various colleges for information on mentioned careers.  1. Prepare a display using this information.  C. Movies on the work of the various careers.  D. Prepare lists of possible occupations.

economic gains may Discipline Area Social Studies rm environmental Subject U.S. History Problem Orientation Careers Grade SUGGESTED LEARNING EXPERIENCES BJECTIVES Outside Resource and II. Student-Centered in class tudent I. Community Activities activity expectancy Read about the urban Have a real estate per-2° expansion of metroson tell the class why ying" politan areas (Chicago, he chose this occupaich Milwaukee, New York, tion and of what it conncept. Los Angeles, etc.). gagage sists. tudent 1. Have class find what is B. Other possibilities for on .nating being depleted as city teacher to contact: expands. forester, research mental 2. In the discussion that chemist, biologist, ng an follows the reading have riented industrialist, farmer. Visit a land developst of all class state their findment area to see the ings from the above lons. readings and answer the amount of farmland the question, "What rned that will be used for building new homes. business sees to the selling of land for ng D. Visit a tree farm. housing. B. Write to various colking leges for information on mentioned careers. 1. Prepare a display using this information. C. Movies on the work of the various careers. Prepare lists of possible D. occupations.

Resource and Reference Materials

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Publications:

Catalogs from various universities and colleges. Pamphlets from Wis. Employment Service

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## Audio-Visual:

Films and a face acid

Forest Ranger, 2786, Bureau of Audio-Visual Instruction P.O. Box 2093, Madison, WI 53701

How a Scientist Works, 5368, Educational Horizons, Ibid

# Community: die in income

Land development area.
Persons involved in the various careers mentioned in the learning experiences.
Various institutions
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Problem Orientation\_Land\_Use

Grade 5

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SUGGESTED LEARNING EXPERIENCES I.Student-Centered in class Activity

- A. Have the class write a report describing how settlers cleared land for crops.
- B. Construct forest maps of the past and present.
- C. Discuss lumber stripping effects.
- D. Students use seeds to start growing trees.
  - 1. Start seeds in classroom.
  - 2. Transplant them outdoors later.

II. Outside Resource and Community Activities

A. Visit a tree farm.

- B. Visit a paper mill.
- C. Use the library
  - 1. Research for reports
  - 2. Check transparency and filmstrip file.

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information, etc.)	Property of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the	
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Continued and Additional Suggested Learning Experiences

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12. Private ownership must be re-

Problem Orientation Co

SUGGESTED LEARNING

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Unit

BEHAVIORAL OBJECTIVES Cognitive: After the student traces a river and observes what has happened to this river he will suggest at least three ways to improve the river's present condition. Affective: The student will challenge what industry is doing to the river. The student might be saddened by lack of fish caused by industrial and other waste or by the beauty destroyed by polluting the river. (depends on area observed)

Skills to be Learned Observing Discussion Reporting

## I. Student-Centered in class activity

- 1. Class will trace a river and observe what has happened to the river and how it has affected the people who live here. (Trace river on a map.)
- 2. See movies pertaining to rivers that show the story of a river from the settlement of our country to the present time.
- 3. Class discuss the following:
  - a. The importance of a river to the pioneer people.
  - b. What did the pioneer people do to the river?
  - c. How did industry harm the river?
  - d. What can we do to improve the river's present condition?

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Problem Orientation Conservation

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# SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - 1. Class will trace a river and observe what has happened to the river and how it has affected the people who live here. (Trace river on a map.)
  - 2. See movies pertaining to rivers that show the story of a river from the settlement of our country to the present time.
  - 3. Class discuss the following:
    - a. The importance of a river to the pioneer people.
    - b. What did the pioneer people do to the river?
    - c. How did industry harm the river?
    - d. What can we do to improve the river's present condition?

- II. Outside Resource and Community Activities
  - 1. Take a field trip to a local river.
  - 2. Students may draw, paint or color with craypas scenes of different uses of the river which they will explain to their class.

# Resource and Reference Materials

Continued and Additional Suggested

# Publications:

Books:

Water Fit to Use by Carl and Bernice Carlson Death of the Sweet Waters by Donald E. Carr Politics and Water Pollution by Frank J. Graham

## Audio-Visual:

Films: Rivers and Our History, #4780 Rivers, color, #4721 Rivers, Miss., #1855

## Community: Visit and observe a local river

terials

Continued and Additional Suggested Learning Experiences

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## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed

In commenting on each episode used in your class, you may wish format. Please feel free to adapt it and add more pages. Let us k comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
  A. In-Class:
  - B. Cutside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)



## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

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d Learning Experiences ass:

de & Community Activities:

d Resource & Reference Materials c suggestions & comments)



INSTRUCTION - CURRICULUM - ENVIRON Project I - C - E ED055917 A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION GRADE 6 DISCIPLINE AREA Social Studies Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 Robert W 1927 Main Street Robert B Green Bay, Wisconsin 54301 (414) 432-4338

George F

INSTRUCTION - CURRICULUM - ENVIRONMENT

E

# PROGRAM FOR ENVIRONMENTAL EDUCATION

Social Studies GRADE 6

Title III E.S.E.A.

in CESA's 3-8-9

consin 54301

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, ZE Specialist



#### PREFACE

If you wish to excite students about their environment, help is of over a hundred teachers, year long meetings, a summer workshop, ecologists, this guide means realistic, developed aid for you. Plantich have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are desi

ces--to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your sto adapt, adopt, or use. By design, the range of suggestions is mentation and usage are even wider. Many episodes are self-corothers can be changed in part or developed more keenly over a self-corothers.

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning explan. The reasons are simple. No guide has all the answers are unless viewed in the context of your classroom situation. Thus give it a triple reading, check over the resources listed, make prime your students, and seek help. The Project personnel and knowledgement page stand ready to aid your efforts. Feel free

4. The Project Resource Materials Center serves all CESA 3, 8, and private. We will send available materials pre-paid. Call for

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library Center materials. Please offer suggestions, comments, or advice

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch suggestions on the episode pages or use the attached evaluation lected in late May next year and will be used in our revisions. reactions and suggestions—negative and positive. Please note in the episodes may refer to specific, local community resource cases, individual school districts and teachers will have to adstitutes. A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival Creation's beauty and complexity--often noted as the work of a and human energy to save. A year's work by a hundred of your figesture. Without you, their work will crumble, and so might we let us live to think, feel, and act in harmony with our world.

4. EPA - Environmental Problem Area



<sup>1.</sup> Cognitive means a measurable mental skill, ability, or proce

<sup>2.</sup> Affective refers to student attitudes, values, and feelings.
3. APWI means Acceptable Performance Will Include (labels a cog

## PREFACE

to excite students about their environment, help is ready. Thanks to the efforts dred teachers, year long meetings, a summer workshop, university consultants and this guide means realistic, developed aid for you. Please note the following ideas rected teachers in writing and editing this guide.

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and other experts have simplified the issue--survival -- yours, mine, our students, beauty and complexity -- often noted as the work of a genius -- will take our genius nergy to save. A year's work by a hundred of your fellow teachers is a saving ithout you, their work will crumble, and so might we all--literally. Instead, to think, feel, and act in harmony with our world.

e means a measurable mental skill, ability, or process based on factual data. e refers to student attitudes, values, and feelings.

ns Acceptable Performance Will Include (labels a cognitive or mental performance.)



ACKNOWLEDGEMENTS: The following teachers and consultants participated of the Supplementary Environmental Education Guide.

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The following teachers and consultants participated in the development of the Supplementary Environmental Education Guide.

CESA #8

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inette Ednajean Purcell, OSU JW-Marinette David West, Lawrence U.

Robert Cook, UWGB Dennis Bryan, UWGB C 1. Energy from the sun, the basic source

N of all energy, is converted through

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E plant photosynthesis into a form all

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T living things can use for life processes.

Problem Orientation Ene

BEHAVIORAL OBJECTIVES Cognitive: Through the computation of a problem & answering the questions, as quoted in I.E. of the

Learning Experiences, the students will demonstrate

an understanding that energy from the sun,

through plant photosynthesis, is converted

to a form all living things can use for life

processes.

Affective: Students will suggest areas that could be improved both aesthetically & in terms of oxygen supply for animals.

Skills to be Learned Map construction Map reading Observation of Environment Making conclusions-based on observation & factfinding

SUGGESTED LEARNING E I. Student-Centered in class activity

A. The oxygen provided by 5 sq. ft. of grass per day is the amount necessary for one person per day. "How many sq. ft. of grass are needed for your class per day? your school? your city? Does your lawn supply your family with enough 02 per day?

the sun, the basic source

s converted through nesis into a form all n use for life pro-BJECTIVES the the roblem estions, of the es, the nstrate hat n, 0erted ng life ts will could estheofanimals. эd ironment -based fact.

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Problem Orientation Energy

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. The oxygen provided by 5 sq. ft. of grass per day is the amount necessary for one person per day. "How many sq. ft. of grass are needed for your class per day? your school? your city? Does your lawn supply your family with enough 02 per day?

II. Outside Resource and Community Activities

A. Find or construct a map of the neighborhood or city.

1. Locate places in your neighborhood where green plants are growing.

2. Locate places in your neighborhood where green plants (trees, grass, etc.) could be grown but are not presently growing there.

3. Make a list of green plants that could be grown in these vacant areas that would provide

O2 or animals. 4. "Adopt" a vacant area, For a class project plant or seed green plants in that area. Observe their growth.

# Resource and Reference Materials

Continued and Additional Suggested Le

Publications:

"T.V. Curriculum Unit"-Urban Cons. WGBH Educational Foundation Boston

## Audio-Visual:

Community:

City official in charge of map construction (perhaps city planner or mayor)
DNR

Trees for tomorrow info.

Materials

Continued and Additional Suggested Learning Experiences

rban Cons. tion

of map

C 2. All living organisms interact among

N themselves and their environment,

E forming an intricate unit called an Subject Social St

P ecosystem.

Problem Orientation Ecosy

## BEHAVIORAL OBJECTIVES

Cognitive: By writing and illustrating their understanding of the ecosystem, students will describe the interrelations of the

ecosystem.

Affective: Children will support the proposition, that there are interactions of living organisms in the ecosystem.

# Skills to be Learned Observing Discussing Comparing Writing reports

# I. Student-Centered in class activity

- A. Show movie "Conservation and Balance of Nature."
  This movie illustrates & explains:
  - 1. What is man doing to his environment?

SUGGESTED LEARNING EXP

II.

- 2. The interrelation of organisms in food webs.
- 3. The variety of animals adaptations & their significance to community balance.
- 4. Class will discuss movie and set up a guide to use for identifying the Balance of Nature.
- B. Comparative discussion of the ecosystem sun in movie with that on farm.
- C. Each student may write thei understanding of the ecosystem with a diagram or illustration, showing interdependence.

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Problem Orientation Ecosystem

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BJECTIVES iting and r under-

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SUGGESTED LEARNING I. Student-Centered in class activity

- A. Show movie "Conservation and Balance of Nature." This movie illustrates & explains:
  - 1. What is man doing to his environment?
  - 2. The interrelation of organisms in food webs.
  - 3. The variety of animals adaptations & their significance to community balance.
  - 4. Class will discuss movie and set up a guide to use for identifying the Balance of Nature.
- B. Comparative discussion of the ecosystem sun in movie with that on farm.
- C. Each student may write their understanding of the ecosystem with a diagram or illustration, showing interdependence.

II. Outside Resource and Community Activities A. Class visit a farm that is diversified with farm animals, fowl, crops, woodlot and a stream.

## Resource and Reference Materials

Continued and Additional Suggested I

## Publications:

The Web of Life by John H. Storer
Pub. Signet Key Bk, New American
Library of World Literature, Ins.
New York, N.Y.
Little Wonder Bk Series
Balance in Nature-Our Land of Plenty
Chas. E. Merrill, Columbus, Ohio

## Audio-Visual:

### Film:

Balance in Nature, No. 4878

(17 min.) Color

Bureau of Audio-Visual Instruction
1327 University Ave.
P.O. Box 2093

Madison, Wisconsin 53701

## Community:

A farm that will illustrate the value of the Balance of Nature.

<u>Materials</u>

Continued and Additional Suggested Learning Experiences

H. Storer American ture, Ins.

nd of Plenty bus, Ohio

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Instruction

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3. Environmental factors are limiting Discipline Area N on the numbers of organisms living Subject E within their influence, thus, each Problem Orientation Carry Ca T environment has a carrying capacity. SUGGESTED LEARNING EXPER BEHAVIORAL OBJECTIVES The students Student-Centered in class Cognitive: I. will construct an argument activity that a given environment 1. Motivational discussion to can support a limited numpoint out areas of overber of people as will be population on the world map+ demonstrated by their study population map. ability to color in 2. Divide class into groups places of over-population have each group discuss probon a world outline map. lems of overcrowding in var-Affective: The student ious areas. (Ex.- classroom) suggests that each indischool environment, community, vidual has a certain space state, nation. requirement for quality living and argues that man must limit his use of the natural environment. Skills to be Learned Map reading Small group discussion Research Listening to & asking questions of the resource person.

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factors are limiting f organisms living Discipline Area Social Studies Subject Social Studies luence, thus, each Problem Orientation Carry Capacity Grade 6 a carrying capacity. **JECTIVES** SUGGESTED LEARNING EXPERIENCES udents Student-Centered in class II. I. argument activity onment 1. Motivational discussion to ted numpoint out areas of overill be population on the world mapeir study population map. 2. Divide class into groups n area ulation have each group discuss probmap. lems of overcrowding in varthere udent ious areas. (Ex.- classroom) indischool environment, community, in space state, nation. ality that use of nment. led ssion king esource

Outside Resource and Community Activities

- 1. Appoint committees to study the following:
  - a. Reasons for colonization
  - b. Given overpopulated
    - 1. Why people settled
    - 2. Why it grew
    - 3. Effects of overpopulation here.
  - c. With help from an atlas, color the overpopulated areas of the world on an outline map.
- 3. Have city planner come to talk to the class about the planning of his city and the problems of an overpopulated city. Have class ask questions.

Continued and Additional Suggested Lear

#### Publications:

Books:

The Population Bomb, Paul Ehrlich, Ballatine Books, 1968.

Our Spaceship Earth, Morris Wall, Congressmen Report, VD. 8, #7, 1969.

Overpopulation: How Many Are
Too Many? Vivian Sorvali,
Academic Paperbacks, Conn.

## Audio-Visual:

Community:

City planning official Police Department Public Relations representative



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Continued and Additional Suggested Learning Experiences

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Problem Orientation E.P.A. Water Grade 6

SUGGESTED LEARNING EXPERIENCES

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research ral report I. Student-Centered in class activity

 Study the rainfall map, also the map of the world's population.
 Compare - Is there a relationship?

- 2. Study the location of the major dams in the U.S. or in the world. What relationship do they have to the population of the given area?
- 3. Experimentation Have several plantsthe same size, health
  and kind. Water some
  with good water, others
  with salt water and
  polluted water-observedraw conclusion.
- 4. Discuss how polluted water has affected life in our immediate environment.
- 5. Give oral reports on topics suggested in Outside Activities. (top of next column)

- II. Outside Resource and Class Activity
  - 1. Library Investigate which diseases are carried through water?
  - 2. List cities located in desert areas. What makes this possible?
  - 3. What effect has polluted water had on the fishing industry? Take those located on the Pacific for example.
  - 4. Do research on Europe's pure water problem or other highly industrialized areas.
  - 5. Invite speakers.
  - 6. Invite a resource person to give a talk on local water pollution problems caused by industry, farmers, etc.
  - 7. Invite a representative of industry to talk on pollution problems and the economic effect a fight against it would have on the community.



Publications:

"Wanted for Murder-Water Pollution 1970" (report or speech) U.S. Dept. of the Interior Enclopedia Atlas Periodicals Pamphlet - WHAT YOU CAN DO ABOUT

WATER POLLUTION 1970, U. S.

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Dept. of the Interior.

Audio-Visual:

Community:

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Materials Continued and Additional Suggested Learning Experiences
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5. An adequate supply of clean air is N essential because most organisms de-Discipline Area E pend on respiration to supply the Subject T oxygen needed to release the energy Problem Orientation E. in their food. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXE Cognitive: The student will Student-Centered in II. be able to observe and verclass activity bally explain the necessity 1. Motivational discusfor action to preserve our sion: environment as will be a) discuss problem of demonstrated by their abilclean air in large cities ity to write on this topic. b) if breathing the air (an editorial) in New York City is like Affective: Students will smoking two packs of suggest ways that the cigarettes a day, what pollution of air is correchealth implications does ted in their community this have? by citing newspaper arti-2. Experimentation: cles, industrial ecologists, a) put a mouse in a jar, etc. put in plenty food, but close the jar tightly. Skills to be Learned Observe how the limited Scientific observation air supply affects the Drawing of logical conmouse over a period of a clusions time. a Ability to do research b) put a mouse in a a) library balanced terrarium-one f b) local community having plenty of water, plants, etc.; also put a mouse in a terrarium but limit the oxygen producers. After a period of time discuss how man is limiting the oxygen producers in his environment.

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Problem Orientation E.P.A. Air

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VIORAL OBJECTIVES

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ted by their abilite on this topic. rial)

: Students will ays that the of air is correceir community newspaper artiustrial ecologists,

be Learned ic observation of logical con-

to do research

community

SUGGESTED LEARNING EXPERIENCES

- Student-Centered in class activity 1. Motivational discus
  - sion: a) discuss problem of
  - clean air in large cities b) if breathing the air in New York City is like smoking two packs of cigarettes a day, what health implications does
  - this have? 2. Experimentation:
  - a) put a mouse in a jar, put in plenty food, but close the jar tightly. Observe how the limited air supply affects the mouse over a period of time.
  - b) put a mouse in a balanced terrarium-one having plenty of water, plants, etc.; also put a mouse in a terrarium but limit the oxygen producers. After a period of time discuss how man is limiting the oxygen producers in his environment.

- II. Outside Resource and Community Activities
  - 1. Put a mouse, or any animal, in a jar behind an exhaust pipe for several minutes -observe. Discuss implications to human life.
  - 2. Library Do research on types of industries which are the major pollutants of our atmosphere. Write letters inquiring as to what is being done about it.
  - 3. Write a paper discussing how each of us can help in preserving an adequate supply of clean air.
  - 4. Invite a representative from a local industry to give a talk on air pollution problems which they face - as well as the economic implications.

## Continued and Additional Suggested Lea

Publications:

Recent periodicals

Articles on:

1. Black lung disease

2. Cancer articles because of smoking.

Laycock, George
"The Diligent Destroyer"
1970.

Sorvall, Vivian
"The World's Exhaust"
(academic paperback)
Write to Health Dept.
local or federal for information
Clean Air for Your Community
U.S. Dept. of H.E.W.

## Audio-Visual:

# Community:

Continued and Additional Suggested Learning Experiences aterials use formation nity 



C 6. Natural resources are not equally Discipline Area Social N distributed over the earth or over E time and greatly affect the geographic Subject Social Problem Orientation Resourc T conditions and quality of life. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPE Cognitive: Students will I. Student-Centered in class do a comparative report on activity Com the natural resources found 1. Show film of an under-1. in an economically well-todeveloped nation and how do country and a country these people's lives differ ヨーロー with economic difficulties. from ours. 2. Discuss why it is neces-Affective: Class will suggest ways that we can sary to begin the process conserve resources at home of recycling for the U.S. and in school. 3. What group actions are being taken to encourage Skills to be Learned recycling? What action can Research we take? Reporting a. Letter writing to make this a part of the Sanitation Committee of the country? b. Action within our home? 4. Divide the class into groups. Have each group do a comparative study of natural resources found in: a. an economically well-todo country b. a country having economi¢ difficulties 5. Write a report on the findings of (4). ESEA 6. Compare the standard of living in the various parts of the U.S. and the natural resources found near each with local area or town.

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Problem Orientation Resource Usage Grade

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- SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity
  - 1. Show film of an underdeveloped nation and how these people's lives differ from ours.
  - 2. Discuss why it is necessary to begin the process of recycling for the U.S.
  - 3. What group actions are being taken to encourage recycling? What action can we take?
  - a. Letter writing to make this a part of the Sanitation Committee of the country?
  - b. Action within our home?
  - 4. Divide the class into groups. Have each group do a comparative study of natural resources found in:
  - a. an economically well-todo country
  - b. a country having economic difficulties
  - 5. Write a report on the findings of (4).
  - 6. Compare the standard of living in the various parts of the U.S. and the natural resources found near each with local area or town.

II. Outside Resource and Community Activities

1. Invite an exchange student to compare life - economicallybetween the U.S. and his home country.

Continued and Additional Suggested

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Publications:

encyclopedias

Readings in Environmental Awareness, Office of Education, Dept. of Health, Education, & Welfare, Washington, D.C. 20202

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Aggrad. egradation Kit, Eye Gate House, Inc., 1970

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Materials

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7. Factors such as facilitating transportation,

N economic conditions, population growth,

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E and increased leisure time have a great

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P influence on changes in land use and T centers of population density.

Problem Orientation To

SUGGESTED LEARNING EX

#### BEHAVIORAL OBJECTIVES

Cognitive: Through written and pictorial expression, the students will make a booklet showing the causes and effects of tourism. Affective: Students will suggest making improvements of the impact of tourism in their communities.

Skills to be Learned Reflective thinking Planning Observation Road map reading

## I. Student-Centered in class activity

A. Show film "Nation of Spoilers"

- B. Discuss places where students and families spend their vacation. Have them write a report or plan a trip using these points.
  - 1. Means of travel
  - 2. Activities engaged in
  - 3. Accomodations of local environment for these activities
  - 4. Inform of activities

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- 5. Effects on environment when too many people want to do the same thing.
- C. Write a report as to why vacationing is becoming more of a possibility for many because of
  - 1. economic conditions
  - 2. increased leisure time
- D. Locate pictures of various kinds of facations.
- E. Compare how tourism affects Door County and Wisconsin Dells.
  - 1. Economically
    - a. Transportation
    - b. Recreation
    - c. Housing
  - 2. Environmentally

(cont.)

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ns, population growth, Discipline Area Social Studies sure time have a great Subject Tourism ges in land use and tion density. Problem Orientation Time Grade 6 SUGGESTED LEARNING EXPERIENCES ECTIVES I. Student-Centered in class written activity ssion, A. Show film "Nation of Spoilers" ake a B. Discuss places where students causes ism. and families spend their vacawill tion. Have them write a report ovements or plan a trip using these urism in points. 1. Means of travel 2. Activities engaged in 3. Accomodations of local environment for these activities. 4. Influence of activities on environment 5. Effects on environment when too many people want to do the same thing. C. Write a report as to why vacationing is becoming more of a possibility for many because of 1. economic conditions 2. increased leisure time D. Locate pictures of various kinds of facations. E. Compare how tourism affects Door County and Wisconsin Dells. 1. Economically a. Transportation b. Recreation

c. Housing

II. Outside Resource and Community Activities A. Outdoor Observation Make a list of recent changes which students observe as they vacation in the same area (to demonstrate how tourism

Leisure

booklet or collage to show an understanding of this concept.

affects the environ-

ment.) Make a

2. Environmentally (cont.)

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#### Publications:

Green Bay Press Gazette and Advocate (relevant articles)

Audic-Visual: Our Changing Environment Part I of "House of Man" Encyclopedia Britannica Films 38 W. 32nd St. New York, N.Y. 10001

"Nation of Spoilers" Wisconsin Dept. of Natural Rescurces

Revir - An Allegory Montclair State College Audio Visual Dept. Upper Montclair, N.J.

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Student-Centered in class activity (c F. Effects of tourism on resident

G. Make a bulletin board display which lead to changes in land u density and the effects of leis environment

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## Continued and Additional Suggested Learning Experiences

Student-Centered in class activity (cont.)

- F. Effects of tourism on residents
- G. Make a bulletin board display of advertisements which lead to changes in land use and population density and the effects of leisure time on the environment.

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omic, social, and determine status Social Studies Discipline Area nd attitudes Subject Social Studies Problem Orientation Attitudes Grade nment. SUGGESTED LEARNING EXPERIENCES ECTIVES dent Student-Centered in class II. Outside Resource and rough activity Community Activities report 1. Invite a speaker from an 1. Discuss the causes of poll, ecolution: have the students air industry, the Audubon Soc 1 faccountry agent, & fish Dio 3their attitudes toward the itudes gist. Speak on questions such problem. Point out the divergroup sity of their opinions & allow as: Are you very concerned onment. students to state what factors about Lake Michigan? Why? dent have influenced them. Why not? What is your company hts of 2. View film "Time to Begin." or society doing about it? it the 3. Discuss the attitude the 2. Interview: hich Indian has toward the environa. Farmer r but ment, constrast this with b. Public official other groups. c. Neighbor 4. Give a report - written or d. Parents oral on the differences of Ask them about their attitude attitudes. Have students & what they have done perstate how each person was sonally to help the environaffected by any of the ment. to a following: a. Culture ent atb. Economics table c. Society bу d. Politics

Continued and Additional Suggested

Publications:

Pesticides: The Mist of Death by Bert Schwartz. Academic Paperbacks Saw Mill Road West Haven, Conn. 06516 Silent Spring by Rachael Carlson.

# Audio-Vicuel:

Later...Perhaps, movie,
New Jersey State Council for
Environmental Education
345 Route 46
Mountain Lake, N.J. 07046
Movies:

Kalamazoo Nature Center

How We Look At Things

Kalamazoo Nature Center

7000 North Westnedge

Kalamazoo, Mich. 49001

Wisconsin Dept. of Natural Resources

Time to Begin

## Community:

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	Discipline Area Social Students Subject Social Students	
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	Problem Orientation Land U	se Grade 6
JECTIVES	SUGGESTED LEARNING EXPE	RIENCES
ts will	I. Student-Centered in class	II. Outside Resource and
osters,	activity	Community Activities
urces &	A. Classroom	A. Some students could
such	1. Show a film, such as:	make an appointment
	One Day at Teton Marsh or	with some city or
e of	Life Along the Waterways	county official to
ies,	to have the students	ask them if there
uate	appreciate the natural	are any plans to
n their	beauty of the world.	set aside portions
nize the	2. Have the art teacher	of land for wildlife.
action	present a class discussion	1. Report to the
ions	listing on the board:	class on the
	a. How man has manipulated	"findings" of
	his environment. Examples:	"findings" of these interviews.
ned	Housing, roads, parks,	And the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of t
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	playgrounds, bridges,	보고를 잃었다. 그렇게 하는 것이다.
limages	pesticides, cultivation,	
r Turceon	manufacturing, etc.	
	b. What have been the benefits derived from the	
	above?	
	c. What were the bad effects	
	on:	
	1. Man	
	2. Wildlife	
	3. Plant life	
	3. Have students make posters	
	which demonstrate both the	
	good & bad effects of man's	
	manipulation of the environment	
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Publications:

William L. Thomas, Jr. ed.

Man's Role in Changing the Face
of the Earth, Chicago Press, 1956.

A Place to Live, National Teachers
Guide, Audubon Society, \$2.00.

Stewart L. Udall, 1976: Agenda for
Tomorrow, New York, Harcourt,
Brace & World, Inc. 1968.

Audio-Visual:

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Bulldozed America, Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036. Cry of the Marsh, WDNR

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#### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Classroom
    - 1. Discuss effect of one person's action upon the environment. What happens when this is duplicated over a long time & by others over a period of time.
    - 2. Students participate in groups of 2 or more to form graphic illustrations on how individual & group action effect the environment. Examples: Cartoons, dramatization, poems, etc.

- II. Outside Resource and Community Activities
  - A. Outside class
    - 1. Tour school grounds & neighborhood. Look for signs of injury to the local environment by continuous use by people.
      - a. Sidewalks
      - b. Roads & streets (tire grooves)
      - c. Lawns
      - d. Vandalism
      - e. Playground eroded areas
      - f. Traffic areas

Publications:  A Place to Live, Urban Mwareness Walk #2, National Audubon Society Teacher's Guide, \$2.00	Resource and Reference Materials	Continued	and	Additional	Suggested	Learning E	X
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#### Publications:

Time

U.S. News & World Report

## Resource and Reference Materials Continued and Additional Suggested Learn

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II. (cont.)

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#### Audio-Visual:

· Magazine & newspaper pictures Film: Sints la & goyan , old lo

# 1680 - Physical Facilities, 11 min. \$2.25

Bureau of Audio Visual Inst.

P.O. Box 2093 Madison, Wis. 53701

### Sommunity:

Industries in local area

Continued and Additional Suggested Learning Experiences

II. (cont.)

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## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish format. Please feel free to adapt it and add more pages. Let us comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
  A. In Class:
  - B. Cutside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)

#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

nting on each episode used in your class, you may wish to duplicate this suggested ease feel free to adapt it and add more pages. Let us know all your critiques and negative and positive.

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ective:

Developed

ed learning Experiences

side & Community Activities:

ed Resource & Reference Materials ic suggestions & comments)



INSTRUCTION - CURRICULUM - ENVIRONM Project I - C - E O. 60055 A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION DISCIPLINE AREA Social Studies GRADE 7 Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Robert Wa

Green Bay, Wisconsin 54301 (414) 432-4338 Robert Ko George ! INSTRUCTION - CURRICULUM - ENVIRONMENT

RY PROGRAM FOR ENVIRONMENTAL EDUCATION

EA <u>Social Studies GRADE 7</u>

: Title III E.S.E.A.

Ls in CESA's 3-8-9

et consin 54301 Robert Warpinski, Director Robert Kellmer, Asst. Director George Howlett, EE Specialist

- E

If you wish to excite students about their environment, help is re of over a hundred teachers, year long meetings, a summer workshop, u ecologists, this guide means realistic, developed aid for you. Plea which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are design ces-to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your stu to adapt, adopt, or use. By design, the range of suggestions is w mentation and usage are even wider. Many episodes are self-contai others can be changed in part or developed more keenly over a few

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning expe plan. The reasons are simple. No guide has all the answers and unless viewed in the context of your classroom situation. Thus, give it a triple reading, check over the resources listed, make m prime your students, and seek help. The Project personnel and tea knowledgement page stand ready to aid your efforts. Feel free to

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 private. We will send available materials pre-paid. Call for an

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library f Center materials. Please offer suggestions, comments, or advice-

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch id suggestions on the episode pages or use the attached evaluation f lected in late May next year and will be used in our revisions. W reactions and suggestions -- negative and positive. Please note tha in the episodes may refer to specific, local community resources cases, individual school districts and teachers will have to adop stitutes. A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival-Creation's beauty and complexity -- often noted as the work of a ge and human energy to save. A year's work by a hundred of your fel gesture. Without you, their work will crumble, and so might we a let us live to think, feel, and act in harmony with our world.

2. Affective refers to student attitudes, values, and feelings.

3. APWI means Acceptable Performance Will Include (labels a cogni

4. EPA - Environmental Problem Area.



I. Cognitive means a measurable mental skill, ability, or process

#### PREFACE

te students about their environment, help is ready. Thanks to the efforts there, year long meetings, a summer workshop, university consultants and means realistic, developed aid for you. Please note the following ideas eachers in writing and editing this guide.

Lementary in nature and the episodes are designed -- at appropriate instan-

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ject ICE Bibliography in your school library for available Resource Please offer suggestions, comments, or advice--at any time--so that this

Let's help each other.

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r experts have simplified the issue--survival--yours, mine, our students, and complexity--often noted as the work of a genius--will take our genius save. A year's work by a hundred of your fellow teachers is a saving ou, their work will crumble, and so might we all--literally. Instead,

k, feel, and act in harmony with our world.

Editorial Board a measurable mental skill, ability, or process based on factual data. to student attitudes, values, and feelings. table Performance Will Include (labels a cognitive or mental performance.) tal Problem Area.

ERIC Full Text Provided by ERIC

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Ester Kaatz, Wausaukee Michael Kersten, Suring

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David Miskulin, Goodman

Don Olsen, Shawano

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Gailen Braun, Lena

Kay DePuydt, Gillett

Lousene Benter, Gillett

CESA #8

Lowell Baltz, Weyauwega William Behring, Lourdes Jo

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Marie Below, Clintonville

William Bohne, Kimberly

Bob Church, Little Chute

Ronald Conradt, Shiocton Lee Halberg, Appleton

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Doris Stehr, Mt. Calvary (L)

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Robert Cook, UWGB Dennis Bryan, UWGB

JW-Marinette

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P living things can use for life pro- Problem Orientation Ener

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BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING EX

II.

Cognitive: Student should be avle to list 4 ways that early man depended on plant life; directly through berries, etc., or indirectly through arimals thus showing an understanding that energy from the sun is converted to a form all living things can use for life.

Affective: To enable the student to gain an appre- ! ciation of mans' total dependence on the sun from the food that he eats & the material that he uses.

Skills to be Learned
Ability to construct life cycle chart
Oral skills
Comparison/contrast

- I. Student-Centered in class activity
  - A. Class Oriented Activity
    - 1. Construct or draw tools & weapons used by early man.
    - 2. Prepare reports to be given to class on life style of early man. Food gathering, hunting, etc.
    - 3. List types of plants & animals consumed by early man.
    - 4. Construct life cycle chart which will show position of man in relation to the plants and animals of his environment.
    - 5. Name present day activities that resemble the food gathering & hunting practices of early man.



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# SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Class Oriented Activity
    - 1. Construct or draw tools & weapons used by early man.
    - 2. Prepare reports to be given to class on life style of early man. Food gathering, hunting, etc.
    - 3. List types of plants & animals consumed by early man.
    - 4. Construct life cycle chart which will show position of man in relation to the plants and animals of his environment.
    - 5. Name present day activities that resemble the food gathering & hunting practices of early man.

- II. Outside Resource and Community Activities
  - A. Outdoor Activity
    - 1. Conduct a field trip of an available area to find examples of foods used by early man.
    - 2. Using tools constructed by students search for roots that could serve as food sources.
    - 3. Allow students to use weapon types used by early man to point out difficulty of hunting with them.
    - B. Library
      - 1. Locate books dealing with early man.



#### Resource and Reference Materials

Continued and Additional Suggested

#### Publications:

Books:

How the First Men Lived, Hogben, Lancelot.

Man's First Million Years, Lucas, Jannette.

## Audio-Visual:

Community:

Local Museum of Natural History & exhibits of primitive man

State historical Society for history of local primitive man

e Materials

Continued and Additional Suggested Learning Experiences

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C 1. Energy from the sun, the basic source

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C plant photosynthesis into a form all
P Subject
P living things can use for life processes.

#### BEHAVIORAL OBJECTIVES

SUGGESTED LEA

Cognitive: The student will be able to explain orally or in writing why the early Egyptians considered the Sun God (Ra), a cnief God.

Affective: Through a study of Ra, the Sun God of the Egyptians, the student will suggest comparisons with America's adoration of the sun. (Examples—sun tan, bathing, vacations)

Skills to be Learned Location skills:

Use of books

Table of contents

Appendix

Index

Pictures & Cartoons

Use of Text

Use of reference materials

Encyclopedias

Readers guide

Card catalog

Organization skills:

Note taking

Making charts

Evaluation Information:

Reading for a purpose

Making inferences

I. Student-Centered in class activity

A. Research center

1. Create a bibliography of reference books dealing with photo-synthesis and the Egyptian sun worship.

B. Classroom activity

- 1. Creation of a chart of sun worship practice legends, statues, ceremonies.
- 2. Discussion of man's reliance on the sun. Attempt to justify early man's feelings.
- 3. View Egyptian art work on the "Sun".
- 4. Students may plant different kinds of seed in two containers, place one in the sun, the other in a dark place. Note results and compar

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Grade 7

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    - 3. View Egyptian art work on the "Sun".
    - 4. Students may plant different kinds of seeds in two containers, place one in the sun, the other in a dark place. Note results and compare.

- II. Outside Resource and Community Activities
  - A. Observation of plant life in sun and shade area, perhaps school lawn and shrub areas or forested area.

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Resource and Reference Materials

Continued and Additional Sug

Publications:

Books

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World Book Encyclopedia, Egypt

Life in the Ancient World

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Random House, 1961

Magazines

National Geographic

Audio-Visual:

Films

6949 Sun's Energy-color (14 min.)
Bureau of Audio-Visual Instruction

1327 University Ave.

P.Q. Box 2093

Madison, Wis. Art teacher 53701

Community:

ce Materials

Continued and Additional Suggested Learning Experiences

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C 2. All living organisms interact among Discipline Area N themselves and their environment, Soc E forming an intricate unit called Subject Soc T an ecosystem. Problem Orientation Lan BEHAVIORAL OBJECTIVES SUGGESTED LEARNING E Cognitive: The students I. Student-Centered in class II. will construct a watershed activity that shows how the living organisms interact among themselves and their environment forming an HC intricate unit called an ecosystem. Project Affective: The child will promote the values of a watershed and its intricate relationship with an ecosystem. 59-70-0135-1 Skills to be Learned Build watershed on a piece of water-repellent plywood 4 x 8 in size Recipe for watershed ir. "Continued & Add. Suggested Learning 1 Experiences." 1: ESEA

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SUGGESTED LEARNING EXPERIENCES

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II. Outside Resource and Community Activities

- 1. Take ten-mile trip along a local river to study its watershed.
- 2. Report everything seen.
- 3. Observe vegetation growth along river.
- 4. Notice kinds of trees.
- 5. Note wildlife, birds, waterfowl, & animals.
- 6. Check kinds of fish & notice if water is clean.
- 7. Notice kinds of boats & their uses
- 8. Learn height of land along river.
- 9. Notice if there is any bank erosion & how it can be corrected.
- 10. List signs of a good watershed.
- 11. Check for farming practices to prevent erosion & run-off control.
- 12. Students may write stories of their trip or draw illustrations of some of their sights.

## Resource and Reference Materials

#### Publications:

Books:

Books pretaining to watersheds
Conservation in America by Mary
Cuntis

Partners with Nature by Ivah
Green

Bulletins available from the Dept. of Natural Resources

## Audio-Visual:

Film:

Watersheds of Wisconsin

## Community: The state of

Check with Dept. of Natural Resources for information about height of land.

## Continued and Additional Suggested Learn

## Recipe for watershed:

2 cups sawdust

l cup wallpaper paste
l/2 cup plaster of Paris
Mix and add a little water until it is
Apply mixture to board and shape to sho and height of land.

Make grooves for river and tributaries Insert trees that have been made from t that were painted green.

Paint entire area.

Place any other important features of c watershed.

aterials

Continued and Additional Suggested Learning Experiences

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### Recipe for watershed:

2 cups sawdust

1 cup wallpaper paste

1/2 cup plaster of Paris

Mix and add a little water until it is like dough.

Apply mixture to board and shape to show surface features and height of land.

Make grooves for river and tributaries

Insert trees that have been made from toothpicks and sponges that were painted green.

Paint entire area.

Place any other important features of community on watershed.

C 2. All living organisms interact among

N themselves and their environment,

C forming an intricate unit called an Subject Social

P ecosystem.

Problem Orientation Eco

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING E

II.

Cognitive: The students will construct a chart showing how all living organisms of the stone age and today interact among themselves and their environment forming an intricate unit called an ecosystem.

Affective: The student will gather information on 2 different eras and investigate the interaction on ecosystems.

## Skills to be Learned

Skills of making a chart 1. Gather illustrations

- a. Discuss & explain
- b. Put an example on board
- c. Read & interpret chart

- I. Student-Centered in class activity
  - A. Class make a large chart showing raw foods today and those used in the Stone Age.
  - B. Prepare a picture exhibit of the Stone Age implements beginning with the earliest forms and show how the refinement of implements was accompanied by a rise in standard of living.
  - C. With a Role-Play explain why:
    - 1. Moving today would be much more complicated than it was for people of the Stone Age.
  - D. Reports on equipment needed for a hunting or fishing trip today and compare with that used in the Stone Age.



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## SUGGESTED LEARNING EXPERIENCES

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    - 1. Moving today would be much more complicated than it was for people of the Stone Age.
  - D. Reports on equipment needed for a hunting or fishing trip today and compare with that used in the Stone Age.

- II. Outside Resource and Community Activities
  - A. Fishing trip
    - 1. Students bring their own fishing equipment.
    - 2. Cleaning of fish.
    - 3. Compare the preparation of fish.
      - a. Prepare both ways if possible.
    - 4. Compare fishing equipment of Stone Age with those of today.
  - B. Visit to a natural history museum.
  - C. Sporting goods presentation on new fishing techniques & equipment.

## Resource and Reference Materials

Continued and Additional Suggested

Publications:

Library-books pertaining to food and tools of Stone Age:

1. Graven with Flint, F. Coe.

2. First Horseman by P. Crowell

3. How the First Men Lived by L. Hogben.

4. Man's First Million Years by J. Lucas.

Excerpts from Golding's The Inheritors.

Audio-Visual:

Available filmstrips & pictures

Community:

Materials

Continued and Additional Suggested Learning Experiences

g to food

F. Coe. P. Crowell

Lived by

n Years by

<u>The</u>

pictures

C 3. Environmental factors ar	e limiting		
N on the numbers of organisms	living Discipline Area		
C E within their influence, thu	s, each Subject		
P T environment has a carrying	capacity. Problem Orientat		
BEHAVIORAL OBJECTIVES Cognitive: On completion of	SUGGESTED LEAF I. Student-Centered in		
these activities, students	class activity		
will list on a piece of	1. Discuss carrying		
paper five factors which	capacity in relation to		
determine carrying capacity	food supply and area		
(climate, water, soil, etc.)	in which they live.		
Affoctive: Scudents will	2. Write a letter to dif-		
join in a class discussion	ferent colleges to get		
suggesting reasons for the	information from local		
rumber of people living in	colleges on studies that may have been con-		
their community.	ducted involving over-		
Skills to be Learned	population		
Interviewing	3. List variables which		
Cause and effect thinking	can increase the pro-		
Problem solving	ductivity of the land.		
Writing letters seeking	a) fertilizer,irriga-		
information	tion, crop rotation,		
	erosion prevention, etc.		
	b) realize that even		
	with these additives		
	there exists an ulti-		
	mate limit of produc-		
	tion.		

Project I-C-E

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ESEA Title III

ronmental factors are limiting

numbers of organisms living

Discipline Area Social Studies

their influence, thus, each

Subject

Exploring the Cod World

ment has a carrying capacity.

Problem Orientation EPA Ecosystems Grade 7

VIORAL OBJECTIVES

#### SUGGESTED LEARNING EXPERIENCES

- :On completion of ivities, students on a piece of e factors which carrying capacity water, soil, etc.) : Students will class discussion g reasons for the people living in
- be Learned wing d effect thinking solving letters seeking .on

munity.

- I. Student-Centered in class activity
  - 1. Discuss carrying capacity in relation to food supply and area in which they live.
  - 2. Write a letter to different colleges to get information from local colleges on studies that may have been conducted involving overpopulation
  - 3. List variables which can increase the productivity of the land. a) fertilizer, irrigation, crop rotation, erosion prevention, etc.
  - b) realize that even with these additives there exists an ultimate limit of production.

- II. Outside Resource and Community Activities
  - 1. Ask local farmer to tell the class how many people his farm can support in addition to his own family. Is there an absolute number his farm will support?
  - 2. Investigate an area of set dimension (1 acre)
  - 3. Determine amount of food that can be produced on that acre.
  - a) ask farmer how much was produced last year
  - b) does he know of, or is he using methods to increase production.
  - 4. Ask local farm agent to accompany class and point out new methods being experimented,



## Publications:

## Audio-Visual:

Community:

American Agricultural Association Local college Sociology Dept. F.B.I. for statistics on crime rates vs. city size and rural areas of U.S. Univ. of Wisconsin-School of

Agriculture.

al Association logy Dept. is on crime and rural

School of

ERIC Provided by ERIC

crowding?

Japan -floating factor Cremation rather than burial, vertical growt of cities (skyscrapers al factors are limiting Discipline Area \_\_\_\_ Social Studies of organisms living Carrying Capacity nfluence, thus, each Subject Carryi... Problem Orientation Capacity Grade 7 as a carrying capacity. SUGGESTED LEARNING EXPERIENCES PJECTIVES II. Cutside Resource and Student-Centered in cudent will Community Activities class activity rate that Have the class do 1. Conduct motivational y is a vital research on how nations discussion on..... fe of any have tried to solve their a) World Hunger Problaying differfood problem. 1ems - India and other ders solving 2. Role play different Asian countries th a limit national leaders solving b) Amount of food in a destruction. food problem -- time closed system is tudent will limit of five days or limited. on on the destruction. 2. Problem: If one pery of their 3. Invite local law enson requires "x" amount er it to forcement officials to of food in a month, can speak on problems of 2,3,4 or more people survive on that "x" law enforcement in overrned crowded areas. amount? 4. Invite City Flanner to 3. Discuss the speak on present problems a. physical niques and hoped-for solutions b. mental of the future. c. social reactions to an inadequate diet. 4. Write a report on the carrying capacity of thick area. 5. Discuss: How have some countries overcome crowding?

4.

Japan -floating factories,

Cremation rather than burial, vertical growth of cities (skyscrapers)

Continued and Additional Sug

Publications:

The Population Bomb; by
Paul Ehrlich, 1968, Ballantine
Books, Teacher's Reference.
Wildlife Communities, by
Clarence Hylander, 1966,
Houghton-Mifflin Co.
The Social Sciences, Concepts
and Values, Grade 6, by
Jovanovich, 1970, Harcourt, Brace and World

### Audio-Visual:

Community:
Local Health Officer,
Interview or as guest speaker

erials

Continued and Additional Suggested Learning Experiences

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, Brace

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C 4. An adequate supply of pure water Discipline Area N Subject is essential for life. Problem Orientation P  $\mathbf{T}$ SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Cognitive: The student will I. Student-Centered in list ten reasons for the class activity need of clean water showing 1. Have class answer and that an adequate supply of discuss the following: a) How many like to go pure water is essential for life. fishing? Affective: The child will b) Name kinds of fish support the statement that you catch. an adequate supply of clean water is essential for the c) Allow students to tell some of their fishing life of fish. experiences. 2. Show film - "Wisconsin Skills to be Learned Fish" (tells about 21 Report: fish (in color)) 1. Be well prepared with information about one kind of fish. 2. Speak in a clear voice. 3. Speak in his own words. 4. Show colored illustration. 5. Ask for questions at end of report.



dequate supply of	pure water	Discipli	ne Area	Social St	udies
ential for life.	SubjectSocial Studies				
		Problem (	Orientatio	n Water	Grade 7
IORAL CBJECTIVES	نده ۱۳۰ مینونیوسید بیده داد در مینونیوسی است. ا	SUGGESTEI	LEARNING	EXPERIENCES	
The student will	I. Stude	nt-Centere		II. Outside Re	Source and
easons for the	T .	activity		Community A	
ean water showing		class ans	wer and		fish harchery.
lequate supply of	E	s the foll		a) observe	the raising
is essential		many like		of fish at	
	fishing		0.	stages	
The child will		e kinds of	fish		111 the care
e statement that	you car			given to yo	
e supply of clean	c) All:	ow student	s to tell	c) learn wh	
essential for the	some of	f their fi	shing	fish hatche	ries
.sh.	experie			d) why are	some lakes
la Tanua 1		film - "W		out of bala	ince
be Learned		(tells abou		e) how can	this condi-
I managed with	fish (f	in color))	j	tion be cor	rected
l prepared with ion about one				f) why we n	leed clear
fish.			-	water.	
in a clear voice.					identify fish
in his own words.				with the fo	llowing
olored illustra-				activity:	
22240444			:		dent should
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eport.			:	a special s	tudy of it.
			į	metica to	this infor-
			:	mation to c	
				3. Student s	
			{	color or pa	n of his fish
				on 12" x 18	n or mrs rish
	1.			4 Have a mer	mber from the
			· }		tural Resour-
r ·			2		class about
			ĺ	fish and fi	
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Continued and Additional Suggested Learni

Publications:

"Fish Guide to Familiar American Species" by Zim and Shoemaker
"All About Fish" by Carl Burger
"Fish and Their Ways" by Herbert S. Zim

Bulletins - Dept. of Natural Resources:

Wisconsin Game Fish

Wisconsin Fish Management Pub, 205-52

Fish Habitat Development Audio-Visual: Wisconsin Fish"

"Funfish for Everyone"
"Better Fishing"

"Northern Walleye Story"

"Coho"

"Invader of the Great Lakes" (all films available from the Department of Natural Resources)

Community:

Dept. of Natural Resources: Fish Manager to speak to class on fish and fish management.

Continued and Additional Suggested Learning Experiences rials rican ker rger rbert 1 he urces) ass

C 5. An adequate supply of clean air is Discipline Area N essential because most organisms de-Subject Conti E pend on respiration to supply the T oxygen needed to release the energy Problem Oriental in their food. DEHAVIORAL OBJECTIVES SUGGESTED LEARN Cognitive: Through a report, Student-Centered in a play or an experiment on class activity 1. Show filmstrips.... air pollution, students [X] will list ways the air a) air b) air and life becomes polluted. Affective: Students suggest 2. Discuss how air be-Tive ways that the air is comes polluted. Have polluted in their local comparative discussion community. of air pollution in reference to Pittsburgh Chicago and Los Angeles Skills to be Learned Discuss in U.S. with Cologne, 59-70-0135-Observe Hamburg and Berlin of West Germany. Report 3. List ways the air becomes polluted. 4. Suggestive activities a) Reports on air polic tion. b) Write a play pertain ing to air pollution.
c) Student may illustrate with an experimen the pollution of air.

#### supply of clean air is

use most organisms de-

Discipline Area Social Studies

ation to supply the

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Problem Orientation

Air

Grade 7

**OBJECTIVES** gh a report, eriment on tudents he air

nts suggest he air is r local

rned

SUGGESTED LEARNING EXPERIENCES Student-Centered in

class activity 1. Show filmstrips....

- a) air
- b) air and life
- 2. Discuss how air becomes polluted. Have comparative discussion of air pollution in reference to Pittsburgh, Chicago and Los Angeles in U.S. with Cologne, Hamburg and Berlin of West Germany.

3. List ways the air becomes polluted.

- 4. Suggestive activities:
  - a) Reports on air poliution.
  - b) Write a play pertaining to air pollution.
  - c) Student may illustrate with an experiment the pollution of air.

Outside Resource and Community Activities 1. Have class take a trip to a local industry and observe the pollution; also the ways they have begun to improve this condition.

Continued and Additional Suggested Lear

Publications:

Environmental Science Center-Dirty Air Scientist's Institute for Public Information - Air pollution Write to: Project I-C-E Resource Center 1927 Main Street, Green Bay. WI 54301

# Andio-Visual:

Project I-C-E - Resource Center 1927 Main Street, Green Bay, WI "Air and Life" Project I-C-E - Resource Center 1927 Main St., Green Bay, WI

Community: Visit an industry Continued and Additional Suggested Learning Experiences

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C 6. Natural resources are not equally N distributed over the earth or over Discipline Area Sc E time and greatly affect the geographic Subject Eε T conditions and quality of life. Problem Orientation Po BEHAVIORAL OBJECTIVES SUGGESTED LEARNING Cognitive: Students will Student-Centered in class II. construct a large map of activity the world, showing loca-1. Class construct a large tions of early civilizamap of the world showing tion centers & comparing centers of early civiliwith our centers of zation. population. a. Place map in center of Affective: Students will bulletin board evaluate centers of popub. Each student after relation in their area & search writes a story datermine what resources about a population center support these centers. of early civilization, also making local comparisons. Skills to be Learned c. Place stories around Stories written in good map with a piece of colform giving explanations ored yarn from population of population centers center to story. Discuss with class a good form a put points on d. Suggestions for stories: Early man's search for: board. 1. Food 2. Clothing 3. Shelter 4. Safety 5. Knowledge 6. Ways of doing things e. These stories may be illustrated with free hand drawings painted or colored. 1. Display near story.

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#### ral resources are not equally

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Discipline Area Social Studies

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Early Civilizations

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Problem Orientation Population Grade 7

#### VIORAL OBJECTIVES

#### : Students will a large map of , showing locaearly civilizaers & comparing centers of

- n. Students will centers of popuh their area & what resources these centers.
- be Learned written in good ing explanations tion centers with class a new put points on

SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

- 1. Class construct a large map of the world showing centers of early civilization.
  - a. Place map in center of bulletin board
  - b. Each student after research writes a story about a population center of early civilization, also making local comparisons.
  - c. Place stories around map with a piece of colored yarn from population center to story.
  - d. Suggestions for stories: Early man's search for:
    - 1. Food
    - 2. Clothing
    - 3. Shelter
    - 4. Safety
    - 5. Knowledge
    - 6. Ways of doing things
  - e. These stories may be illustrated with free hand drawings painted or colored.
    - 1. Display near story.

II. Outside Resource and Community Activities

Continued and Additional Sugges

Publications:

Exploring the Old World, Follett, pp. 1-17. textbook

Atlas - large wall maps, physical and political.

Books:

The Story of Long Ago by Southworth
The Search for Early Man by Horizon
Billions of Years of You by Froman
The First Men in the World by
White

People - Flaces by Mead

The Caves of the Great Hunters by
Baumann.

#### Audio-Visual:

Department of Natural Resources Film:

Yours is the Land Filmstrips:

The Story of Soil Saving the Soil

Community:

nce Materials

rld, Follett,

ps, physical

o by Southworth

Man by Horizon

You by Froman

World by

ead
at Hunters by

Resources

Continued and Additional Suggested Learning Experiences

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C 7. Factors such as facilitating transportation,

N economic conditions, population growth, Discipline Area Social

E and increased leisure time have a great Subject

Explor

T influence on changes in land use and Problem Orientation Tra centers of population density.

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: By writing a report on the growth of trading centers and their environmental effects, the student will interpret an understanding of the impact these centers have in causing change. Affective: Students will be alerted to the fact that their city has an impact on the surrounding area.

Skills to be Learned Map making Interdependence of man Effect thinking Reading map symbols Letter writing to gain information

- I. Student-Centered in class activity
  - A. Individual activity 1. Draw a map which

represents Europe of 1400-1500.

a. Show important cities, seaports, trading centers

b. Note location of same

- 2. Draw map of U.S. showing important cities, seaports, and trading centers. Note location.
- 3. Maps should prove importance of water to location of major cities.
- B. Class Oriented
  - 1. Note connection between trade position & world importance of nation.
  - 2. Write a report of the trading centers & their environmental effects.
  - 3. Map of local area will show importance of water to the location of cities.

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tions, population growth, Discipline Area Social Studies

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Exploring the Old World

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Problem Orientation Transportation Grade

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SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

A. Individual activity 1. Draw a map which

represents Europe of 1400-1500.

a. Show important cities, seaports, trading centers

b. Note location of same .

2. Draw map of U.S. showing important cities, seaports, and trading centers. Note location.

Maps should prove importance of water to location of major cities.

B. Class Oriented

1. Note connection between trade position & world importance of nation.

2. Write a report of the trading centers & their environmental effects.

3. Map of local area will show importance of water · to the location of cities. II. Outside Resource and Community Activities

A. Outside classroom

1. Request the Dept. of Natural Resources to supply information on vacation areas of Wisconsin & their locations.

. Member of Regional Planning Commission to speak on effects of growth & the need of an adequate water supply.

3. Visit local sewage treatment plant & observe the effect it has on local waterway.

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Continued and Additional Suggest Resource and Reference Materials Publications: World Atlas Film: 0667 Europe-Industrial Western

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Establis Franchistory

3. The of local cond will to protect acts to well and the

1327 University Ave. P.O. Box 2093 Madison, Wisconsin 53701

(Factories, Mines & Waterways) Bureau of Audio-Visual Inst.

Department of Natural Resources

Madison, Wisconsin 53701 3730 Transportation: American

(address - same as above)

No. 6, Pollution Control
Ward's Natural Estab. Inc. Rochester, New York 14603

Local Planning Agency

Inland Waterways

Filmstrip:

Community:

Continued and Additional Suggested Learning Experiences Materials W<u>estern</u> 至於於中國主義的學也。然於一十十分至 terways) Inst. 海州湖南 网络马马拉克 电电流发出电路 化二 .O. Box 2093 01 erican ve) to the transfer and sovery with the second of I kan Ia sungahagalawah I Inc. and the suppression has to had to 4603 La Nota Republican exclusive 一人在其他語言或其一般有其相称。這個語句可以 the second of the second of the second of intribution to being an action ing a acadago a ithari elogica Lour manacives Ilin Mane moot in its to the topolities of at les,

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8. Cultural, economic, social, and N political factors determine status Discipline Area of man's values and attitudes Subject  $\mathbf{E}$ Froblem Orientation At toward his environment. SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Cognitive: Using a compa-Student-Centered in class II. I. rative method, the student activity will be able to contrast a 1. Determine the amount of total of cultural, social, goods & services the aveeconomic, and political factors that determine the rage individual in America uses during his life. Constatus of man's values and trast this with the basic attitudes toward his environneeds of the average Chinese ment as compared to those of 2. List things that Americans the Chinese. consider essential to their Affective: Students will standards of living. Compare analyze local region and with what the Chinese condetermine the need for sider essential. conservation practices. 3. Have individual students compute the goods & ser-Skills to be Learned vices that their families Comparison/constrast use in a given period of Soil conservation practices Fstablishing standards of survival. Forming value judgments

E>

c, social, and Social Studies Discipline Area termine status Exploring the Old World Subject attitudes Problem Orientation Attitudes Grade ent. SUGGESTED LEARNING EXPERIENCES TIVES Outside Resource and II. Student-Centered in class -sqmc I. Community Activities udent activity 1. A visit to local landfill 1. Determine the amount of ast a site will graphically display goods & services the avecial, that Americans discard more rage individual in America althan many people of the uses during his life. Cone the world have. trast this with the basic s and 2. Visit to local industry, needs of the average Chinese. environpreferably a "luxury" item 3. Visit to local farm to in-2. List things that Americans hose of consider essential to their vestigate the methods used standards of living. Compare will to conserve the soil. with what the Chinese conand 4. Invite a soil manager from r sider essential. local firm or state agency 3. Have individual students S to tell class about soil concompute the goods & serservation. vices that their families 5. Invite student from counuse in a given period of try with high population from actices time. local university to explain ds of soil conservation in his ents country.

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Continued and Additional Sugges

Publications:

National Geographic Magazine
Farmer's Bulletins, No. F2171,
"How to Control a Gully," 1961,
Department of Agriculture.
Agriculture Information Bulletin,
No.AIB95, "The Soil That Went to
Town."

Audio-Visual:

Films:

LaCrosse Univ. Film Library: Land & People of India Land & People of Japan

Community:
Soil Conservation Department
landfill site

Materials

Gazine

F2171,

7, 1961,

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Bulletin,

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Continued and Additional Suggested Learning Experiences

8. Cultural, economic, social, and 0 N political factors determine status Discipline Area E of man's values and attitudes Subject P T toward his environment. Problem Orientation BEHAVIORAL OBJECTIVES SUGGESTED LEARNIN Cognitive: Through discus-Student-Centered in class sion, investigation, and activity reports, each student will show how ran's attitude Introduce unit on trees with the following filmstoward forest management trip, "Identifying Common influences his environ-Trees of Wisconsin." ment. 2. Class discuss trees & Affective: Students will their value. answer two questions: What is the value of trees? Discuss after preparation the following terms: Wind-Why do we need a reforestbreak, shelter, deciduous, ration program?, on coniferous, & tree farming. importance of saving our 4. Each student will make a trees. special study of one local tree and report to class. Skills to be Learned Points for study are: shape Select information about height, leaves, maturity, your tree bark, kind of soil, value "ake careful notes of tree & its uses, draw & Peciae which details to paint illustration of your include

Plan order in which you will

present your information

Plan a good concluding sentence or paragraph Proofread your report

duction

carefully

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Plan an interesting intro-

ERIC TO THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDE OF THE PROVIDENCE OF THE PROVIDENCE OF THE PROVIDE OF THE PROVIDE OF THE PROVIDE O

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5. Show any suggested films

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Problem Orientation Attitudes

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OBJECTIVES igh discusion, and udent will ttitude nagement nviron-

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- SUGGESTED LEARNING EXPERIENCES Student-Centered in class activity
  - Introduce unit on trees with the following filmstrip, "Identifying Common Trees of Wisconsin."
  - 2. Class discuss trees & their value.
  - Discuss after preparation the following terms: Windbreak, shelter, deciduous, coniferous, & tree farming.
  - 4. Each student will make a special study of one local tree and report to class. Points for study are: shape height, leaves, maturity, bark, kind of soil, value of tree & its uses, draw & paint illustration of your
  - 5. Show any suggested films for additional information.

II. Outside Resource and Community Activities 1. Invite a forester to speak to class explaining about tree farming, value of a woodlot, also how trees prevent erosion.

Grade



Continued and Additional Sugges

Publications:
Books and Pamphlets:

Trees, Marlin Zim. Forest Trees of Wisconsin Trees of the Lake States
Trees and Game - Twin Crops
Protecting the Forests
Wisconsin Forests
Smoky Bear's Story

Audio-Visual:

Filmstrip:

Identifying Common Trees

Films:

Trees to Lumber
Trees to Paper
Farming the Woodlands

Bonus Acres

Community:

Department of Natural Resources Ask a forester to speak to class on the subject of trees.

Continued and Additional Suggested Learning Experiences terials Either wood as before and the confidence urces class 

C 9. Man has the ability to manage, Discipline Area Social Stud N manipulate, and change his Subject Social Stud E environment. P Problem Orientation Conservation SUGGESTED LEARNING EXPE BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: The student will activity verbally draw & explain a food pyramid of wildlife & A. Classroom will list 5 laws that prevent Introduce a wildlife unit with a movie that wildlife from becoming extinct. Affective: The student will shows many animals. choose & defend the wildlife Suggestions for movie: conservation regulations. Beaver Valley or Hunting Throughout the Year. Skills to be Learned a. Talk about animals. Reporting with an outline Students may tell of Name of animal their experiences Characteristics pertaining to wild Habitat animals. Food 2. Each student is Conservation practice required to report on Any experiences with animals one animal that he is Poster activity interested in. Then do Study pictures of animals a large painted illustrathat student is making a tion, size 18x24 & special study of display on bulletin Practice drawing animal on board. large paper with a black crayon (can be newspaper) When animal is satisfactory. cut out & transfer to poster paper Draw in a fitting habitat Then paint Allow students to help each other with constructive

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ange his CTIVES ent will ain a life & t prevent ng extinct. ent will wildlife ions. utline ice th animals animals aking a nimal on a black wspaper) isfactory, r to habitat help onstructive

lity to manage,

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Problem Orientation Conservation Gr

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class | II. Outside

activity A. Classroom

1. Introduce a wildlife unit with a movie that shows many animals.
Suggestions for movies
Beaver Valley or Hunting
Throughout the Year.

a. Talk about animals.
Students may tell of
their experiences
pertaining to wild
animals.

2. Each student is required to report on one animal that he is interested in. Then do a large painted illustration, size 18x24 & display on bulletin board.

II. Outside Resource and Community Activities A. Outside activities

- Class should take a trip to a museum where there is good displays of mounted wildlife.
- 2. Invite a resource person such as a game manager of Dept. of Natural Resources to talk to your class about the Balance of

Nature.
3. Discuss the conservation of wildlife, our hunting laws & their needs. Show movie, Protectors of the Outdoors or Red 14. (Both movies are about wardens & their work.)

4. Discuss the safety of firearms & whow the movie, Shooting Safety.

Ask a warden to talk to students explaining laws & rules of hunting. Students will learn them correctly & in turn may teach them to someone else.

Continued and Additional Suggeste

Publications:

Library suggestions: Mammals by Zim Hoffmeister Animal Camouflage Animal Sounds

Audio-Visual:

Bulletins:

Mammals of Wis.

Animal Tracks

Wildlife, People & the Land

Films - Dept. of Natural Resources

Beaver Valley

Hunting Throughtout the Year

Protectors of the Outdoors

Red 14

Shooting Safety

Whitetails in Winter

Nature's Half Acre

Community:

Dept. of Natural Resources representative .... Game warden Wildlife manager

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Continued and Additional Suggested Experiences terials ind Resources e gricken et ji jaga kadi a establicación producti na ing ing panggang panggang A LA THE CAN THE PARTY AND THE MENT OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE P (somequent of Aso) court potential of factor was or tolk transfer to poster sepec Draw is a fiblisg polite:

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	C 10. Short-term economic g	ains may		
	N produce long-term environ	mental	Discipline Ar	rea <u>Socia</u>
	C E losses.	Subject	Socia	
	P T		Problem Orier	ntation Res
	BEHEVIORAL OBJECTIVES Cognitive: The students will orally report on the gains & losses from	I. Student activity A. Class	5-Centered in cla 7	LEARNING LESS II. O
I-C-E	harvesting forests.  Affective: Students will evaluate the environmental losses & make suggestions	1. CI	lass will see movest Produces & cest Conservation	ie,
Project	for reforestation.  Skills to be Learned Observing Reporting			
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economic gains may		and the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second s	
erm environmental		Discipline Area	Social Studies
		Subject	Social Studies
		Problem Orientati	on Resource Usage Grade 7
BJECTIVES			RNING EXPERIENCES
students		-Centered in class	II. Outside Resource and
rt on the	activity	<b>,</b>	Community Activities
com	A. Class	room	A. Out of classroom
ts.	1. CI	lass will see movie.	1. Class will visit a saw
ents will		est Produces &	mill and observe the
ironmental		est Conservation.	process of trees to lumber,
ggestions	<del></del>		also the area where trees
1.			were cut down.
			I a compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared to the compared t
rned			2. Students may take pictures
rieu			while visiting saw mill &
			forest area.
			3. Students will orally
			report on the loss of
			forest lands with the aid
			of pictures.
	•		4. Forester visiting class
			to ovolein micuso of troop

tree farming.

Continued and Additional Suggested

Resource and Reference Materials

Publications:
Trees & Forests by Stanley M.
Jepsen

The Life of the Forest

Audio-Visual:

0760 - The Forest Produces
0758 - Forest Conservation
Bureau of Audio-Visual Inst.
1327 University Ave.
P.O. Box 2093
Madison, Wis. 53701

Community:
Dept. of Natural Resources
Forester

Materials

Continued and Additional Suggested Learning Experiences

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C 10. Short-term economic gains may 0 N produce long-term environmental losses. P BEHAVIORAL OBJECTIVES Cognitive: Students will be able to explain how improper care of forests causes increased erosion, disturbs balance of the existing ecosystem, & leads to possible depravation to future generations. Affective: Students will write reports which show their conception of a land depleted of its life support base & its effect on the standard of living of future generations. Skills to be Learned Library skills Contrasting past & present Contrasting here & there Geographical location Observation Prediction

Discipline Area Social Studie

Subject

Eurasian Hist

Problem Orientation Land Abu

### SUGGESTED LEARNING EXPER I. Student-Centered in class activity

A. Classroom

1. In studying the countries of the Eastern Mediterranean, concentrate emphasis on the loss of the forest cover and soils of the region.

2. Show film or filmstrips on Middle East, showing present agricultural methods and problems.

Show film explaining ways to protect a woodlot.

- 4. Discuss correlation between the damage to the land & the standard of living caused by unwise forest management in the Middle East & the problems America could face in the future.
- 5. Students construct imaginary reports on life in the U.S. 200 years from now (given no outside source of resources from rest of world) that could result from failure to maintain our forest & soil resources.

II.

onomic gains may environmental

Discipline Area Social Studies

Subject

Eurasian History

Problem Orientation <u>Land Abuse</u> Grade <u>7</u>

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s will show s life effect living ns.

present there

SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

A. Classroom

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- 5. Students construct imaginary reports on life in the U.S. 200 years from now (given no outside source of resources from rest of world) that could result from failure to maintain our forest & soil resources.

- II. Outside Resource and Community Activities A. Outside activities
  - 1. Students can investigate problems of cutting forests without providing for reforestration.
    - 2. Students can investigate the problem of grazing cattle on farm wood lots.
    - 3. Visit contrasting wood lots including the possibilities:
      - a. Grazed woodlot b. Protected woodlot
      - c. Diameter limit or clear cut woodlot
      - d. Selective cut woodlot harvested by forest management plan approved by district forester.

Resource and Reference Materials

### Publications:

National Geographic articles on the countries of the Middle East (Or of Balkans - Greece) USDA pamphlets on problem of grazing the woodlot USFS & DNR publications on caring for woodlands

### Audio-Visual:

### Film:

The Middle East, BAVI, #3265, \$3.00 Trees are a Crop, BAVI, #2269, \$6.00

### Community:

USFS District Forester
USFS District Ranger
County Agriculture Extension
Office
Soil Conservation Service
Local woodland owners
Local sawmill operator

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Continued and Additional Suggest

cerials Continued and Additional Suggested Learning Experiences es on le East of caring (65, \$3.00) 2269,

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or compounded, produce significant environmental alterations over time. P BEHAVIORAL OBJECTIVES Cognitive: The student will be able to graphically illustrate how an individual act may be insignificant environmentally, but the same act cuplicated many times will cause environmental alterations. Affective: The student will seek to gather any number of examples of what individuals are doing around the school that would destroy the environment if compounded and will suggest ways of making corrections. Skills to be Learned Practice in use of reference texts Practice in use of Reader's Guide to Periodic Literature Development of political cartoons as a propoganda device

11. Individual acts, duplicated

Discipline Area Socia
Subject Europ

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Problem Orientation

SUGGESTED LEARNING

I. Student-Centered in class activity

A. Read about the sanitary disposal problems of towns in the Middle Ages.

B. Discuss the implications of disposing of wastes and garbage in the streets by individuals.

- C. Write editorials to the Middle Ages Gazette decrying the dumping in the streets.
- N. View films and write critical summaries of each.
- E. Draw cartoons depicting garbage problems which would be applicable to both the Middle Ages and today. (Just change dress of character.)

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ations over time.

Discipline Area Social Studies

Subject

European History - Middle Ages

Waste

Problem Orientation

Grade 7 Disposal

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reference

Reader's Literature tical oganda

I. Student-Centered in class activity

A. Read about the sanitary disposal problems of towns in the Middle Ages.

B. Discuss the implications of disposing of wastes and garbage in the streets by individuals.

C. Write editorials to the Middle Ages Gazette decrying the dumping in the streets.

D. View films and write critical summaries of each.

E. Draw cartoons depicting garbage problems which would be applicable to both the Middle Ages and today. (Just change dress of character.)

SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities

A. Guest speaker - art teacher, speaking on effect of garbage on aesthetic values.

B. Visit sanitary landfill and open dump.

C. Visit sewage disposal facility.

Resource and Reference Materials

Continued and Additional Sugges

Publications:

New Dimensions of World History

Frank Alwers

Publisher: American Book Company 1969 pp. 258-259

A Primer on Waste Water Treatment Government Printing Office, 1969

Audio-Visual:

Films from CESA #9 Office:

Garbage The Gifts

Community:

Sanitary Landfill Site Open Dump Site Sewage Disposal Plant Art Teacher

aterials

Continued and Additional Suggested Learning Experiences

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Private ownership must be N regarded as a stewardship and E should not encrouch upon or violate T the individual right of others. BEHAVIORAL OBJECTIVES

Discipline Area Socia

Subject

Socia

Problem Orientation (

Cognitive: Students will observe local river area, and list three conservation practices needed for the correction of the damaged river system. Affective: Students will volunteer to help construct a mural of a river to depict the damage done by the pioneers and the results of good correction practices.

Skills tobe Learned Discussion Observation Sketching color or paint

SUGGESTED LEARNIN Student-Centered in class

activity

A. Students will see movies: river valley and rivers that show graphic pictures of many geographic features associated with development of rivers and their utility to man.

B. Class may discuss the

following:

1. How did this river become polluted?

2. How did the misuse of the adjacent areas start erosion?

3. List four ways that these conditions can be corrected.

4. How did the misuse of the river and adjacent area do harm to other people in this area?

C. Construct a mural depicting a river and its adjacent areas before the application of conservation practices and after.

p must be Discipline Area Social Studies ship and Social Studies Subject pon or violate Problem Orientation Conservation Grade of others. SUGGESTED LEARNING EXPERIENCES Outside Resource and **VES** II. Student-Centered in class Community Activities 111 A. Student may visit a activity A. Students will see movies: эa, local river area and ariver valley and rivers note the harm done, for that show graphic pictures also report on any other of many geographic feariver they have seen. tures associated with ill development of rivers and truct their utility to man. B. Class may discuss the by following: 1. How did this river become polluted? 2. How did the misuse of the adjacent areas start erosion? 3. List four ways that these conditions can be corrected. 4. How did the misuse of the river and adjacent area do harm to other people in this area? C. Construct a mural depicting a river and its adjacent

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and after.

areas before the application of conservation practices

Resource and Reference Materials

Publications:

Water or Your Life, Arthur H. Carhart

Wis. Stream Improvement, State Soil Conservation Committee, Madison, Wisconsin

### Audio-Visual:

Films

River Valley, 0072

Rivers, 4721
Bureau of Audio-Visual Instruction, P.O. Box 2093, Madison, WI 53701

Community:

Visit local river area

Continued and Additional Suggested

terials

Continued and Additional Suggested Learning Experiences

H. tate ee,

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### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish format. Please feel free to adapt it and add more pages. Let us comments - negative and positive.

- I. Behavioral Objectives A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
  A. In Class:
  - B. Cutside & Community Activities:
- IV. Suggested Resource & Reference Materials (specific suggestions & comments)

### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

pisode used in your class, you may wish to duplicate this suggested to adapt it and add more pages. Let us know all your critiques and sitive.

periences

Activities:

eference Materials & comments)

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Project I - C - E

# A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE APEA Social Studies GRADE 8

Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338

Robert Warpinski, Dir Robert Kellner, Asst. George Howlett, EE Sp

# INSTRUCTION - CURRICULUM - ENVIRONMENT

# RAM FOR ENVIRONMENTAL EDUCATION

ial Studies GRADE 8

III E.S.E.A.

ESA's 3-8-9

54301

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist



### PREFACE

If you wish to excite students about their environment, help is read of over a hundred teachers, year long meetings, a summer workshop, un: ecologists, this guide means realistic, developed aid for you. which have directed teachers in writing and editing this guide. Please

1. This guide is supplementary in nature and the episodes are designed ces-to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your students of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggestion of the suggest to adapt, adopt, or use. By design, the range of suggestions is we mentation and usage are even wider. Many episodes are self-contain others can be changed in part or developed more keenly over a few to

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning experiplen. The reasons are simple. No guide has all the answers and no unless viewed in the context of your classroom situation. Thus, be give it a triple reading, check over the resources listed, make mer prime your students, and seek help. The Project personnel and tead knowledgement page stand ready to aid your efforts. Feel free to a

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 a private. We will send available materials pre-paid. Call for any

Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library for Center materials. Please offer suggestions, comments, or advice -- a

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch idea suggestions on the episode pages or use the attached evaluation for lected in late May next year and will be used in our revisions. We reactions and suggestions -- negative and positive. Please note that in the episodes may refer to specific, local community resources or cases, individual school districts and teachers will have to adopt

stitutes. A list of terms pertinent to the episodes is below.
7. Ecologists and other experts have simplified the issue--survival--y Creation's beauty and complexity -- often noted as the work of a geni and human energy to save. A year's work by a hundred of your fellow gesture. Without you, their work will crumble, and so might we all let us live to think, feel, and act in harmony with our world.

1. Cognitive means a measurable mental skill, ability, or process by 2. Affective refers to student attitudes, values, and feelings.
3. APWI means Acceptable Performance Will Include (labels a cognitive)

EPA - Environmental Problem Area

#### PREFACE

excite students about their environment, help is ready. Thanks to the efforts teachers, year long meetings, a summer workshop, university consultants and guide means realistic, developed aid for you. Please note the following ideas ed teachers in writing and editing this guide.

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think, feel, and act in harmony with our world.

Editorial Board eans a measurable mental skill, ability, or process based on factual data. efers to student attitudes, values, and feelings. Acceptable Performance Will Include (labels a cognitive or mental performance.) onmental Problem Area

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CESA #3 Eugene Anderson, Peshtigo Laura Berken, Cconto Falls Willard Collins, Crivitz John Cowling, Niegara Nicholas Dal Santo, Pembine Robert Dickinson, Oconto Ann Fuhrmann, Marinette Lillian Goddard, Coleman William Harper, Lena Robert Herz, St. James (L) Ester Kaatz, Wausaukee Michael Kersten, Suring Douglas Koch, Cath. Central Donald Marsh, Bonduel David Miskulin, Goodman Don Olsen, Shawano Elmer Schabo, Niagara Marion Wagner, Gillett Ruth Ward, Crivitz George Kreiling, Marinette Marg. McCambridge, White Lake Virginia Pomusl, White Lake Gailen Braun, Lena Kay DePuydt, Gillett Lousene Benter, Gillett

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Jim

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Rick

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Ruth

Jame

John

Benj

*Gre*g John

Emma Ray Davi John Sist

Robe:

Denn:

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The following teachers and consultants participated in the development of the Supplementary Environmental Education Guide:

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Robert Cook, UWGB Dennis Bryan, UWCB

CESA #9



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cycle".

Energy from the sun, the basic source

is converted through

Discipline Area Social

С plant photosynthesis into a form all

Subject

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living things can use for life pro-

Problem Orientation En

BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING E Student-Centered in class

activity A. Classroom activity

1. Visit surrounding areas and decide how the sun's energy is used by animals and people.

 a. Divide information into three categories: beef cattle, dairy cattle and

truck farming.

Present the possibilities of using slide films to tell this story starting with the sun and its energy to one complete revolution of the "life cycle."

3. Divide the class into three groups corresponding to the above mentioned categories.

4. The responsibility of gathering slide films should be assigned each Show the "life group. cycle" concept and present their story to the class.

Show, present or demonstrat how a slide projector works let each student have the opportunity to "work" it.

6. When all data is gathered & edited, have groups present

Cognitive: With the preparation and presentation of slide films the students will demonstrate an understanding of the concept that energy from the sun, the basic source of all energy is converted through plant photosynthesis into a form all living things can use for life processes. Affective: Children will defend how plants transform sun's energy through a process called photosynthesis into a usable form of food for toth humans and animals. Feople rely on plant and animal for their source of food. This is the beginning of the "life

<u>Skills to be Learned</u> Manipulating a camera for taking slides Manipulating a slide projector Selecting slides for presentation Presenting information with the aid of slide films

the basic source	E
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rted	l through	Discipline Area	Social St	udies	
to a	form all	Subject	U.S. Hist	ory	
or 1	ife pro-	Problem Orientat	ion <u>Ener</u>	gy Grade 8	
S	T. COBCB.	SUGGESTED LE	ARNING EXP	ERTENCES	
ara-	I. Student-	Centered in clas	S		
<del>-</del>	activity A. Classr 1. Vis and	oom activity it surrounding a decide how the s gy is used by an	reas un's	II. Outside Res Community Ac A. Invite A. tor to tal demonstrat tricks.	
_	and people.				
gh	a. Divide information into				
а	three categories: beef				
n	cattle, dairy cattle and				
rm	truck farming.  2. Present the possibilities of using slide films to tell this story starting				
of,	too	the sun and its ne complete revo			
r	<b>j.</b> Div	he "life cycle." ide the class in ps corresponding	to three		
ne i		e mentioned cate			
	4. The	responsibility ering slide film	of	i.	
?	group cycle their	ld be assigned eads. Show the "li e" concept and progressions to the c	Ce resent Lass.		
	5. Show how a let e	v, present or der a slide projector each student have rtunity to "work'	nonstrate works & the		
.th	6. Wher	all data is gated, have groups p	hered &		

ource and tivities V. Instruc-k about and e slide



Resource and Reference Materials

Continued and Additional Sugge

Publications:

Books on cameras & how they work from the library.

Audio-Visual:
Science teacher in reference to I.A. Camera Slide Projector A-V director

Community: Camera dealer visits class to give tips on "good pictures"

Materials Continued and Additional Suggested Learning Experiences
They work

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E forming an intricate unit called Subject T an ecosystem. BEHAVIORAL OBJECTIVES Cognitive: By the compi-I. lation of a list or the activity drawing of a diagram of the interrelationships on a farm, the children will construct a verbal picture of how the "dust bowl" changed the complex ecosystems of a farm. The children Affective: will propose changes in man's technology which would indicate a positive affect on present ecobowl" systems. "dust bowl" Skills to be Learned Using library aids to locate books Reading to find specific information Discussing Observing Notetaking

C 2. All living organisms interact among

themselves and their environment,

Problem Orientation Ecosys SUGGESTED LEARNING EXPE Student-Centered in class II. 1. Students locate books which provide information on the "dust-bowl" years and its effect upon all living things in that area. a. Take notes on reading b. Note especially: 1. Lack of food 2. Interdependence of living organisms 3. Causes of the "dust 2. Show film depicting

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Discipline Area

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organisms interact among

their environment,\_\_

ricate unit called OBJECTIVES he compior the agram of the ips on a en will al picture bowl" olex ecom. children anges in y which a positive it ecoDiscipline Area

Problem Orientation Ecosystem

Social Studies

U. S. History

Grade

Student-Centered in class activity

Subject

1. Students locate books which provide information on the "dust-bowl" years and its effect upon all living things in that area. a. Take notes on reading b. Note especially:

1. Lack of food

- 2. Interdependence of living organisms
- 3. Causes of the "dust bowl"
- 2. Show film depicting
   "dust bowl"

SUGGESTED LEARNING EXPERIENCES Outside Resource and II. Community Activities

- 1. Visit farms and observe the interdependence of plants, animals, and humans.
- 2. In class, have children list or draw a diagram of interrelationships they observed.

arned ids to

l specific

Continued and Additiona

Resource and Reference Materials

Publications:

Man, Land: Williams College

Center for Environmental Studies,

The First Two Years, William

Carney, Williamstown, Mass:

William College, Dec., 1969.

Plants, Man, and Life, Edgar

Anderson, University of Calif.,

Berkeley, 1967.

### Audio-Visual:

Films: Dust Bowl - 6030 Bureau of Audio-Visual Inst. 1327 University Avenue P. O. Box 2095 Madison, Wisconsin 53

### Community: Librarian Library Farms

llege al Studies, illiam Mass: 1969. Edgar f Calif.,

Materials

Inst.

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Continued and Additional Suggested Learning Experiences

environment has a carrying capacity. BEHAVIORAL OBJECTIVES Cognitive: Each student or group of students will discover and demonstrate, through the creation of three newspaper accounts on immigration, the carrying capacity limitations. Affective: The student will support, through accumulated data, the fact that immigration has a fantastic effect on the carrying capacity of a designated area. This will be evidenced by the student suggesting enforcement of inmigration laws and relocation of those people entering the country. Skills to be Learned Futting together a newspaper Writing in the varnacular of newspaper articles Ability to extract relovant info. from various sources.

within their

N C

Environmental factors are limiting

influence,

on the numbers of organisms living Discipline Area Subject thus, each Problem Orientation SUGGESTED LEARN Student-Centered in class I. activity

 Compare several newspapers as to kinds of articles.

Discuss various sections of the newspaper noting vernacular and style of writing.

Discuss causes for immigration and the sections of the newspaper that might best be used to give this account.

4. Discuss carrying capacity of city and country and how this could effest an immigration.

5. Assign. (Individual or small group activity). Put together a newspaper with three factual articles on immigration with at least one article showing how population carrying capacity led to immigration. Newspaper articles should be based on a fifty-year time span, of students choice, from the early

(cont.)

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# <u>mental factors are limiti</u>ng

bers of organisms living

Discipline Area

Social Studies

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Subject

Immigration (U.S. History)

t has a carrying capacity.

Problem Orientation Population

Grade

RAL OBJECTIVES

Each student students will demonstrate, creation of per accounts on, the acity limi-

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SUGGESTED LEARNING EXPERTENCES Soudent-Centered in class activity

1. Compare several newspapers as to kinds of articles.

2. Discuss various sections of the newspaper noting vernacular and style of writing.

3. Discuss causes for immigration and the sections of the newspaper that might best be used to give this account.

4. Discuss carrying capacity of city and country and how this could effest an immigration.

5. Assign. (Individual or small group activity). Put together a newspaper with three factual articles on immigration with at least one article showing how population carrying capacity led to immigration. Newspaper articles should be based on a fifty-year time span, of students choice, from the early (cont.)

II. Outside Resource and Community Activities

1. Locate books on the early beginnings of the United States.

2. Select only the material from these books that pertain to reasons why people migrate or immigrate.

3. Use encyclopedias to identify reasons for immigration or migration and to find other source books from the biblios. found in the encyclopedia.

4. Observe the kind of work found in the community.

5. Inquire of the class itself to discover various nationalities which would relate to immigration.

arepsilon. Discuss the type of people that immigrated to the area of the school community and from which country they came.

7. Through research, try to find the reason why early settlers left their homeland to settle here.



Resource and Reference Materials

Publications:

Newspapers

Social Studies textbooks or materials on the U.S.

Encyclopedias

History of school community from local city library.

Audio-Visual:

Eriage to Inquiry: Unit Ili - America's

Environment. Unit IV - Our Ailing

Cities.

(Univ. Microfilms)

A Xerox Co.

Ann Arbor, Michigan

Community:

# Continued and Additional Sugges

I. (cont.) beginnings of United States time. Any other articles, sp be added by student but must rence Materials

Continued and Additional Suggested Learning Experiences

tbooks or

community ibrary.

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n:

I. (cont.)
beginnings of United States history until the present
time. Any other articles, sports, editorials, etc. may
be added by student but must relate to this time period.

0 4. An adequate supply of pure water is essential for life. T BEHAVIORAL CEJECTIVES Cognitive: The student will construct a relief map and written report illustrating and explaining the importance of water as a supporting agent of life. APWI designing a map showing water sources and illustrating how man used these sources to determine settlement areas. The student should also, in his written report, describe how man misused his water resources with little foresight to the future. Affective: An introduction to the use of water from early civilization to the present time will help the student propose that an adequate supply of water is essential for life. Furthermore, through the realization that man has misused the water supply, the student will suggest a need for the conservation of water. Skills to be Learned

See left column on reverse side.

Discipline Area Subject

Problem Orientation

II

SUGGESTED LEAR Student-Cencered in class activity

 Examine several relief maps.

2. Piscuss construction of relief maps with plaster of paris, paper machié or clay.

3. Discuss possible uses of water from the early 1600's to present time.

4. Discuss how this would be represented on relief maps.

5. Assign: A) (Four Groups) to construct four relief maps using either clay technique depicting man's use of water over four eras of U.S. History.. 1) Colonization (1600-1700's),2) Crossing the Applachians to the Mississippi (late 1700's-early 1800's), 3) Movement west of the Mississippi to the Pacific Ocean(1860's to the early 1900's) and 4) 1920's to the present day. (cont.)

adequate supply of pure water

Discipline Area

Social Studies

Subject

<u>U.S.H</u>istory

Problem Orientation E.P.A. Water

Grade

ential for life.

AVIORAL CEJECTIVES e: The student will

t a relief map and report illustrating aining the impor-

water as a supportt of life. APWI de-

a map showing water

and illustrating how these sources to

e settlement areas.

ent should also, in ten report, describe

misused his water with little fore-

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: An introduction se of water from vilization to the

ime will help the ropose that an

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Student-Centered in class activity

Examine several relief

maps.

Discuss construction of relief maps with plaster of paris, paper machié or clay.

3. Discuss possible uses of water from the early

1600's to present time. 4. Discuss how this would be represented

on relief maps. 5. Assign: A) (Four Groups) to construct four relief maps using either clay technique depicting man's use of water over four eras of U.S. History... 1) Colonization(1600-1700's),2) Crossing the Applachians to the Mississippi (late 1700's-early 1800's), 3) Movement west of the Mississippi to the Pacific Ocean (1860's to the early 1900's) and 4) 1920's to the rresent day. (cont.)

SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities

1. Locate books on the early civilization and westward movements of the people in the U.S.

2. Note from the readings how man used and misused the water supply.

3. Note from population maps of eras that are being studied, where people settled.

4. Invite a field representative of the State Conservation Dept. to discuss how water is being used in the school community.

5. Discuss with representative what can be done to clean polluted water and how the water supply in the school community can be put to better use.



# Resource and Reference Materials

## Publications:

Pasic Text

Atlas

Free road maps (for detail)
Any Oil Co. (Standard, etc.)

### Audio-Visual:

## Community:

# Skills to be Learned (cont.)

Formation of relief maps from paper maiche, clay or plaster of paris

Ability to express clear and concise thoughts through the media of report writing.

Interviewing a resource person.

# Continued and Additional Suggested I

I. (cont.)
B) Write a brief report on how mean the water supply in each era, are been used in order to conserve to

Materials

### Continued and Additional Suggested Learning Experiences

il) tc.) I. (cont.)
B) Write a brief report on how man used and misused the water supply in each era, and how it could have been used in order to conserve the supply.

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r and the

5. An adequate supply of clean air is 0 Discipline Area Social essential because most organisms Subject U. S. I depend on oxygen, through respiration,  $\mathbf{E}$ P to release the energy in their food. Problem Orientation Air Pol BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPER Cognitive: After brain-II. I. Student-Centered in class storming, the child will activity conduct a debate on pro-1. Brainstorm the advantages posed industries for their & disadvantages of industr!location in relationship alization. to clean air. 2. Show filmstrip Environ-Affective: Students will mental Pollution ... Our World investigate the air polin Crisis. lution problem in their 3. Play simulation game Smog community and promote a to discover possible solucampaign to reduce air tion to the air pollution pollution. problem in an industrial area. Skills to be Learned 4. Prepare bulletin board dis-Brainstorming techniques play from snapshots, news-Playing a simulation game Preparing bulletin board paper articles & illustrative drawings of the advantages & Debating disadvantages of a local industry or industries. A. Students could take their own snapshots for display B. Use local paper. 5. Propose an industry or industries of your own area & debate the pros & cons of that industry.

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y of clean air is

st organisms

rough respiration, Subject U. S. History y in their food. Problem Orientation Air Pollution Grade IVES SUGGESTED LEARNING EXPERIENCES n-Student-Centered in class II. 11 activity 0-1. Brainstorm the advantages heir & disadvantages of industriqi. alization. Show filmstrip Environ-111 mental Pollution ... Our World 1in Crisis. r 3. Play simulation game Smog а to discover possible solution to the air pollution problem in an industrial area. 4. Prepare bulletin board disues play from snapshots, newsgame paper articles & illustrative ārd drawings of the advantages & disadvantages of a local industry or industries. A. Students could take their own snapshots for display B. Use local paper. 5. Propose an industry or industries of your own area & debate the pros & cons of

Discipline Area

Social Studies

Outside Resource and

Community Activities

that industry.

Resource and Reference Materials

Continued and Additional Suggested Learning

Publications:

Discovering American History, Holt Rinehart & Winston, 1967, pp. 545-574.

Dirty Air, Give Earth a Chance Series Project, Environmental Science Center.

Discussion and Debate, National Textbook Co.

Thirty Basic Speech Experiences, Clark Fublishing.

#### Audio-Visual:

Filmstrip:

Ward's Natural Science Establishment, Inc. 1969.

Environmental Pollution...

Our World in Crisis.

(Project I-C-E Resource Center, 1927 Main St.,

Green Bay, Wisc. 54301

Smog, The Air Pollution

Game, Project I-C-E RMC

Tbid.

Community:

Local industries English teachers ence Materials n History, nston, 1967, th a Chance vironmental te, National Experiences, ence Es-1969. lution... sis. esource n St., 54301 ution -E RMC

Continued and Additional Suggested Learning Experiences

6. Natural resources are not equally N distributed over the earth or over Discipline Area Social U.S. E time and greatly affect the geographic Subject Natura Problem Orientation Resour T conditions and quality of life. SUGGESTED LEARNING EXPI BEHAVIORAL OBJECTIVES Cognitive: With a com-Student-Centered in class II. parison of material rec-Cor activity eived from various states 1. Discussion on what deter-1. on natural resources & indumines the type of industry stry, the students will & quality of life in various prepare a bulletin board & areas of the U.S. (Motivation) write a brief report exemp-2. Write letters to various lifying the concept that State Departments to procure natural resources are not information & brochures on equally distributed over the kind of industry & the earth or over time & natural resources found in greatly affect the geoeach state. graphic conditions & 3. Construct a bulletin board quality of life. display from brochures & Affective: Students will information received. investigate their region & 4. Set up guidelines or fordetermine or weigh the mat for written reports. effect of natural resources (English teacher could be on the quality of life. called to assist) 5. Write reports (each student) Skills to be Learned showing how the displacement Writing letters to gather of natural resources affects information the industry & quality of Making comparisons life comparing the infor-Preparing bulletin board mation received from the displays various states. Organizing

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ne earth	or over	Discipline Area	Social	Studies	
ffect the	geographic	Subject	U.S. Natura	History	· .
lity of l	ife.	Problem Orientat			8
CTIVES	T Ctudont	SUGGESTED LE			200
cec- tates & indu- ill card & exemp- that e not cover me & eo-	activity 1. Discus mines t & quali areas o 2. Write State D informa the kin natural each st	centered in classion on what detented type of industry of life in various the U.S. (Motiletters to various epartments to protion & brochures of industry & resources found ate.	r- 1. ry c ious c vation) o s i cure c on 2.	tside Resource munity Activit Have a member ouncil or Mayo lassroom & inf the natural ndustry found ommunity. Have class pref questions to esource person ndustry & qual	cies of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the contract of the co
will gion & he sources fe.	display informa 4. Set up mat for (Englis called 5. Write showing of natu	from brochures & tion received. guidelines or fowritten reports. h teacher could bto assist) reports (each stuhow the displace ral resources aff	e dent) ment	re affected by esources found ommunity.	
board	life commation	ustry & quality omparing the infor received from the states.	-		
		•	·	:	

- ember of the city Mayor visit the & inform the class tural resources & found in the school
- ss prepare a list ons to ask the person, on how & quality of life ted by the natural found in the school

# Resource and Reference Materials

Continued and Additional Suggeste

Publications:

various U. S. history books from library

### Audio-Visual:

free maps, brochures, information from Chamber of Commerce of each state.

## Community:

English teacher for report guidelines mayor or council member

erence Materials tory books from res, infor-per of state.

Continued and Additional Suggested Learning Experiences

r : :ember

C 7. Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area Social S E and increased leisure time have a great Subject T influence on changes in land use and Problem Orientation Land centers of population density. SUGGESTED LEARNING EX BEHAVIORAL OBJECTIVES Cognitive: The students will I. Student-Centered in class illustrate how population activity growth has an effect on land A. Classroom activity 1. Discuss the possibilities use by the construction of a of constructing a "relief" floor relief map beginning floor map from a flat map with a flat map of the virgin of the "virgin" area area & showing the changing conditions. showing the stages of change that evolved from Affective: Students will attempt to gather information the changing conditions on what affected land use in of this area. their community. Skills to be Learned Applying the principle of change Writing letters to receive

information

floor map

Drawing out necessary information for the construction of a map Constructing a "relief"

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as facilitating transportation,

ons, population growth, Discipline Area Social Studies

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SUGGESTED LEARNING EXPERIENCES

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Problem Orientation Land Use

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BJECTIVES

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I. Student-Centered in class activity

A. Classroom activity

1. Discuss the possibilities of constructing a "relief" floor map from a flat map of the "virgin" area showing the stages of change that evolved from the changing conditions of this area.

II. Outside Resource and Community Activities A. Outside classroom

- 1. Visit a growing city such as Milwaukee, Macison, etc. & note the amount of land used by buildings & roadways in the "core" city & the surrounding area.
  - 2. Write letters to Chamber of Commerce, archives of newspapers library, Recorder of Deeds, etc. of the area being studied.
  - 3. Apply learning experience of area studied to local community.

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Resource and Reference Materials Continued and Additional Suggested Lea

Publications:
Archives of newspapers

Audio-Visual:

Films:

#1581 Population Patterns in the

U.S.

#6937 Population Problem: U.S.A.

Seeds of Change

Both obtained from:

Bureau of Audio-Visual Instruction

1327 University Ave.

P.O. Box 2093

Ad Historian Lygaeti

Madison, Wist 53701

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Community:

Chamber of Commerce
Libraries
Recorder of Deeds
State Historical Society
English teacher
Art teacher
Travel agencies - information,
posters, city maps



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Materials	Continued and Additional Suggested Learning Experiences	
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7. Factors such as facilitating trans-

portation, economic conditions, popula-

Discipline Area

E tion growth, and increased leisure time

Subject

P have a great influence on changes in

Problem Orientati

T land use and centers of population density.

BEHAVIORAL OBJECTIVES

Cognitive: The student will graphically illustrate how transportation, economic conditions, population growth and leisure time have a great influence on changes in land use and centers of population density.

Affective: Students will attempt to explain the factors that affect changes in the use of land and the population density in their area.

Skills to be Learned
Interviewing
Comparing - contrasting
Organizing information

SUGGESTED LEARNING

I. Student-Centered in class | I activity
Set up situation by posing several problems or questions:

a) Why is the area you live in or attend school in, a population center and not a wilderness area?

b) How has the area changed in last 50 years?

- c) What animals and birds are native to the area in question? How many have you seen? How many are now extinct?
- d) Has character of town changed in past 50 years, i.e., industry, people, recreation?
- e) The students may want to throw in several questions. The above questions can be "answered" through a variety of approaches:
- 1. Written reports of "then" and photographs of "now."
- 2. Interview goldenagers or possibly have them come into classes.
- 3. Slide presentations plus audio using tape recorders.

ERIC



ich as facilitating trans-Social Studies enomic conditions, popula-Discipline Area Cities Subject and increased leisure time nfluence on changes in Problem Orientation Land Use Grade centers of population density. SUGGESTED LEARNING EXPERIENCES BJECTIVES Outside Resource and II. Student-Centered in class tudent will Community Activities activity strate how Set up situation by posing economic several problems or questions: lation growth have a great a) Why is the area you live in or attend school in, a nges in land population center and not of population a wilderness area? b) How has the area changed nts will in last 50 years? in the facc) What animals and birds changes in are native to the area in and the question? How many have ty in their you seen? How many are now extinct? d) Has character of town rned changed in past 50 years, i.e., industry, people, trasting recreation? rmation e) The students may want to throw in several questions. The above questions can be "answered" through a variety of approaches: Written reports of "then" and photographs of "now." 2. Interview goldenagers or possibly have them come into classes.

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3. Slide presentations plus audio using tape recorders.

(cont.)

# Resource and Reference Materials

#### Publications:

Use local library files
Use newspaper files
Publications showing wildlife their habitat etc. from:
Dept. of Natural Resources
Conservation Dept.
Your assemblyman or senator good source of materials.

# Audio-Visual:

Movies - showing growth of industry related to area.

A. Check local industrials and

## Community:

Townspeople - Golden Agers Conservation Dept. personnel

# Continued and Additional Suggested

# I. (Cont.)

4. Construct large pictures of e opaque Projector if art ability

terials life es tor s. f for nel

Continued and Additional Suggested Learning Experiences

I. (Cont.)

4. Construct large pictures of extinct wildlife - use opaque projector if art ability is lacking.

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o. Cultural, economic, social, and\_ N political factors determine status Discipline Area of man's values and attitudes Subject toward his environment. Problem Orientation Attitudes BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPERIEN Cognitive: The student Student-Centered in class I. will choose a specific occuactivity pation group and will, by 1. Class will be divided into panel discussion, demon-3 groups for purpose of prestrate that cultural, social, paring a round-table discuseconomic, and political facsion. The three groups will tors affect their views of represent industry, farmers. the environment. and conservationists. (Note: Affective: Through quesselect one person to be modetioning the panel students will show that different rator). Subject of discussion could "Man's attitudes toward factors and ideas affect people's attitudes toward land use. the environment." 2. Members of each group will select several -Skills to be Learned represent their discussion group. Interviewing skills 3. Entire group will be Public sreaking responsible for preparing Information gathering their representatives for Organizing materials discussion by: a. digging out newspaper articles b. pictures from magazines c. interviews of local people T1t1 associated with groups involved. d. Prepare charts -statistids e./Prepare bulletin board f. Dig out background info.

from texts, etc.

g. Write to various interest groups for info. (Cont.)

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II.

conomic, social, and ors determine status Discipline Area Social Studies s and attitudes Subject U. S. History ironment. Problem Orientation <u>Attitudes</u> Grade OBJECTIVES SUGGESTED LEARNING EXPERIENCES student I. Student-Centered in class II. Outside Resource and ecific occuactivity Community Activities will, by 1. Class will be divided into , demon-3 groups for purpose of preural, social, paring a round-table discuslitical fac sion. The three groups will r views of represent industry, farmers, and conservationists. (Note: igh quesselect one person to be model students ifferent rator). Subject of discussion could "Man's attitudes toward s affect the environment." s toward 2. Members of each group will select several members to represent their views on ned discussion group. lls 3. Entire group will be responsible for preparing ering their representatives for ials? discussion by: a. digging out newspaper articles b. pictures from magazines c. interviews of local people associated with groups involved. d. Prepare charts -statistics e. Prepare bulletin board f. Dig out background info. from texts, etc. g. Write to various interest groups for info. (Cont.)

## Resource and Reference Materials

Publications:

newspapers and magazines
30 Basic Speech Experiences,
Clark Publishing Co.
Speaking By Doing, National
Textbook Co., Ill.

## Audio-Visual:

Community:
 local resource people

## Continued and Additional Suggested Learn

I. (Cont.)

4. Arrange to have roundtable discuss not heretofore involved - take vote see which group presented best arguments.

terials

Continued and Additional Suggested Learning Experiences

I. (Cont.)

4. Arrange to have roundtable discussion in class not heretofore involved - take vote at end to see which group presented best argument.

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8. Cultural, economic, social, and Discipline Area N political factors determine status Subject E of man's values and attitudes Problem Orientation T toward his environment. SUGGESTED LEARNING BEHAVIORAL OBJECTIVES Student-Centered in class Cognitive: The student IJ will orally report on activity the environmental effects 1. Set up unit using fact: of highway building of "Highways, cities, airports tre state of their choice. are taking over 1/2 million Affective: The students acres of farmland annually. will participate in the 2. Class discussion of probconstruction of a mural lem-local level (city - school depicting conservation district) practices in their com-3. Set up student groups: munity. a. W.i etters to surrounding states requesting Skills to be Learned appropriate info. Letter writing b. Construct a large chart, Converting written mural or picture graph information to chart, graph or mural form presenting to class the situation in various states according to information gathered through letters. 4. Construct graphs showing population trends & corresponding land use changes. 5. A mural depicting last 100 years of area. 6. Display of old photos of area. These activities deal with loca! areas & issues - could branch out to include other areas of the U.S.

ERIC A Full fact Provided by ERIC conomic, social, and Discipline Area Social Studies ors determine status Subject U. S. History s and attitudes Grade Problem Orientation Attitudes ironment. SUGGESTED LEARNING EXPERIENCES OBJECTIVES Student-Centered in class II. Outside Resource and student rt on Community Activities activity 1 effects 1. Set up unit using fact: 1. Visit the local airport & ing of "Highways, cities, airports observe and discuss benefita ir choice. are taking over 1/2 million of air transportation. A sc students acres of farmland annually. compare the benefits of air in the 2. Class discussion of probtransportation with the a mural lem-local level (city - school environmental factors. vation district) ir com-3. Set up student groups: a. Write letters to surrounding states requesting rned appropriate info. b. Construct a large chart, ten mural or picture graph hart, presenting to class the 'orm situation in various states according to information gathered through letters. 4. Construct graphs showing population trends & corresponding land use changes. 5. A mural depicting last 100 years of area. 6. Display of old photos of area. These activities deal with local areas & issues - could branch out to include other areas of the U.S.

Resource and Reference Materials Continued and Additional Suggested

Publications:

1970 Index - National Wildlife
Federation.

## Audio-Visual:

Community:

Chamber of Commerce Highway Dept. representative local airport Materials Continued and Additional Suggested Learning Experiences

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C.9. Man has the ability to manage, Discipline Area Social Stud N manipulate, and change his E environment. Subject U.S. Histo: P Problem Orientation Land Use BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPE I. Student-Centered in class Cognitive: Through a time machine presentation with activity a "then and now" theme, the A. Classroom activity 1. Develop concept of students will demonstrate Time Machine. that man has the ability 2. Develop how to find to manage, manipulate, & change his environment. library resources and Affective: Students through prepare overhead research & reporting, will transparencies. investigate what early man 3. Set up guidelines for "then and now" Time did to the land. Machine presentations. Skills to be Learned 4. Divide the class into Drawing from readings 3 groups preparing for Information needed for the assignment. Time Machine presentation 5. Assign one topic to Finding information in each group for Time library with the aid of Machine presentation: the card catalogue, etc. a. Southeastern U.S. Interviewing b. North-Midwestern U.S. c. Central States

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OBJECTIVES ugh a time tion with theme, the monstrate ability ulate. & onment. ents through ting, will early man rned dings led for resentation ion in

Discipline Area Social Studies

Subject

U.S. History

Problem Orientation Land Use

Grade

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# SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Classroom activity
    - l. Develop concept of Time Machine.
    - 2. Develop how to find library resources and prepare overhead transparencies.
    - 3. Set up guidelines for "then and now" Time Machine presentations.
    - 4. Divide the class into 3 groups preparing for the assignment.
    - 5. Assign one topic to each group for Time Machine presentation:
      - a. Southeastern U.S.
      - b. North-Midwestern U.S.
      - c. Central States

- II. Outside Resource and Community Activities
  - A. School community
    - 1. Compare the local area with the 3 presentations to discover how man has caused a change using overhead transparencies, developed to assist in
    - the comparison.

      2. Visit some of these areas if possible.
    - 3. Have each group interview a Travel Bureau representative. A cassette tape could be used to record the interview & then played back to the class.

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gue, etc.

#### Resource and Reference Materials

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### Publications:

Various Social Studies books Geography book of the U.S. Encyclopedias Reference books

# Audio-Visual

Reference maps of physical features
Films, A-V materials
Free maps, posters of areas
from travel agencies, airlines, gas stations, etc.

#### Community:

School librarian
Travel Bureau

Continued and Additional Suggested Learning Experiences e Materials books U.S. ough and a view to be a final of Haiv coidealteaea (Califolio Andrew Control Control Control mercy among the outbox mentals as ledbyte a since white the continue To introduce a la conferencia de la HARRESON ENGLISH STOUGHT Line Most Swiff sical H.S. C. Bare from the life Control of the land that or made called at 1.5 The symbol was also a minito na abombeon virkidil formula aviolation savino tid Carlingto at togeth areas rety , selection with election i la residio de la regiona de la constitución de la constitución de la constitución de la constitución de la c airlines. her figh bein open thought 等。2000年代中国和1820年代,中国发生之 entrication to be with Estrativista a access I a figuresi es com establica hi kanon bir dan kini d - BELLEGIONEROS POR TRETE land merbane includes cotini till til state bligger som til state bligger som til state bligger som til state bligger som til state bligger led to a drawater as a school as secret -hi-colourand arises. 26 Elections all the stayers. 在文学者为自己,全体对一方式上的由于 The fell busing leaves being a section The Court by Strate Court The Religion of Surl · 自身自己的保护的 (1985年)



ESEA Title III - 59-70-0135-1 Project I-C-E

n	10. Short-term ec		 <u></u>	erit
N	produce long-term	environmental	Discipline Area	Social S
E	losses,		Subject	Industry
P T			 Problem Orientat	ion <u>Land</u>

BEHAVIORAL OBJECTIVES

Cognitive: Through a graphic presentation, the students will demonstrate that man can change his environment with short-term economic gains with will produce long-term environmental losses.

Affective: Challenge the students to offer examples of short-term gains they have experienced, such as, cheating in a test, which eventually ended in a long-term loss.

Skills to be Learned
Soeaking before group
Charting information
Designing of displays
Bulletin boards
Reading newspapers

SUGGESTED LEARNING EX I. Student-Centered in class

activity A. Classroom

1. Divide class into groups (Approx. 4 to group).

2. Each group will select an industry (lumber, oil, auto, fur, chemical, cattle, rail-road are a few that are well suited) & put together class presentations. A 20 min. time limit may be set.

3. Presentations should include:

a. Maps showing areas of country in question - perhaps a combination of maps showing growth of industry across the nation.

 b. Chart or graph showing the number of people involved, money, etc.

visual display (if possible)
 of products of industry,
 could include bulletin board
 of pictures.

d. Mount for display newspaper or magazine articles dealing with industry & include commercials.

4. Second part of presentation would be "As result of industry growth, have we lost (cont.)

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omic gains may Social Studies Discipline Area nvironmental Industry Subject Grade 8 Problem Orientation Land Use SUGGESTED LEARNING EXPERIENCES II. Outside Resource and TIVES I. Student-Centered in class Community Activities а activity the A. Classroom crate 1. Divide class into groups nis (Approx. 4 to group). rt-term 2. Each group will select an will industry (lumber, oil, auto, vironfur, chemical, cattle, railroad are a few that are well etimile sdiff e the suited) & put together class amples presentations. A 20 min. time they limit may be set. ich as, 3. Presentations should include: which a. Maps showing areas of country in question - perhaps a combination of maps showing growth of industry across the nation. oup b. Chart or graph showing the on number of people involved, ays ng galabbas (300 mai \$1 money, etc. c. Visual display (if possible) of products of industry, could include bulletin board of pictures. d. Mount for display newspaper or magazine articles dealing with industry & include commercials. 4. Second part of presentation would be "As result of industry growth, have we lost (cont.)

ERIC 254

#### Resource and Reference Materials

#### Publications:

Reference books dealing with industry under investigation Magazines, newspapers Publications dealing with our state's natural resources

#### Audio-Visual:

Video-tape of news, etc. These would have to be supplied by the teacher

#### Community:

ommunity: Industrial leaders, owners to visit. class New Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract of the Contract o Visit local industries Chamber of Commerce Resource speakers

## Continued and Additional Suggested Lear

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anything?"

- a. Maps or charts showing decrease natural resources, etc.
- b. How does the use of product aft environment? Example - cars - ai oil - pipe lines, well lines - s housing - mud slides.
- c. Mount news articles showing los
- d. Possible 3D model of environmer Example - From forested area to poorly designed housing developm

Continued and Additional Suggested Learning Experiences Materials I. (cont.) with anything?" ation a. Maps or charts showing decreased wildlife, natural resources, etc. h our b. How does the use of product affect the es environment? Example - cars - air pollution -oil - pipe lines, well lines - ship wrecks -housing - mud slides. c. Mount news articles showing losses. d. Possible 3D model of environment change. Example - From forested area to cut over area, poorly designed housing development. THE RESIDENCE OF STREET AND ASSESSMENT OF STREET ed by THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE S rs to visit. and bear will dear a live of the

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11. Individual acts, duplicated N or compounded, produce significant Discipline Area Social St environmental alterations over time. Subject U.S. Histo Caree: Problem Orientation Ecolog BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPI Cognitive: After research I. Student-Centered in class II. Out and reporting of various activity careers, the students will debate the "pros" and "cons" Comr 1. Library study to find information on the growth of two controversial of metropolitan cities, of careers. their own choice, over the Affective: The student past 50 years. will prepare a personal "career bcok" and will a. Report findings to the class from an overhead thereby demonstrate an illustration they have interest in ecology. prepared to show this growth. Skills to be Learned 2. Discuss various job Finding information in the opportunities in and library surrounding a metropolitan Reading for specific area. information a. Make a list of the Interviewing various jobs listed by Writing questions to brainstroming. use for interview b. Discuss why people move Construction "loose-leaf" to the outside area of a book city. Constructing bulletin 3. Construct a "loose-leaf" board and display center book from the list of Debating jobs and information gathered from interviews. 4. Construct a career bulletin board and display center. a. Use information from any conceivable source. (colleges, newspapers, magazines, etc.)

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Subject

U.S. History

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student personal and will rate an ology.

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lletin lay center SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

1. Library study to find information on the growth of metropolitan cities, of their own choice, over the past 50 years.

a. Report findings to the class from an overhead illustration they have prepared to show this growth.

2. Discuss various job opportunities in and surrounding a metropolitan area.

a. Make a list of the various jobs listed by brainstroming.

b. Discuss why people move to the outside area of a city.

Construct a "loose-leaf" book from the list of jobs and information gathered from interviews.

4. Construct a career bulletin

a. Use information from any conceivable source. (colleges, newspapers, magazines, etc.) (cont.)

II. Outside Resource and Community Activities

1. Research the various jobs listed by stulents interviewing people of their own choice.

a. One question for the interview should be: How does your job benefit society and the environment in which we live?

2. Ask real estate person to report to the class on the selection and development of a subdivision.

board and display center.

V. C. (3)

Resource and Reference Materials

Publications:
Discussion and Debate
National Textbook Company
30 Basic Speech Experiences
Clark Publishing

College bulletins, catalogues, etc.

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Cordianilitation and a

Audio-Visual: Overhead projector

Community:
People in various occupations
Library
Real estate broker
Subdivision
English or Speech teacher

Continued and Additional Suggested Learn

I.5. Debate the "pros" and "cons" of any t controversial careers. (Real estate br soil conservationist; manager of a pap plant vs. forester)

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Continued and Additional Suggested Learning Experience als I.5. Debate the "pros" and "cons" of any two controversial careers. (Real estate broker vs. soil conservationist; manager of a paper making plant vs. forester) esti vista ispetito trovers etc. THE PROPERTY OF THE PROPERTY OF Variotic til The straining and expects The religious as a complete of 第300年 Bed 1204至 2047年1900 ogavo gaptagyajaki bila 出版的最高計畫「在理學」。 计多数数 Inches e availty I.a. JEEP 55 - 医乳腺素素 製造物的基础的主义 programa ha shirt restill de a ordaies do Visionio person yang belumbah dalah Malor of February Carry Poug or Lyte Str. - barager ad of triffer TO THE PROPERTY OF THE PARTY OF ing it built with an villadfi. AFTERNACH OF STREET SER CORRESPONDED TO TOTAL MEDICAL 全进步中华人文中罗丁日1 是一个人,我们是我们的一个人,但是不是一个人。 wa Fred State Can ्रम् चात्रः व्याद्यं कम्पूरी आहेतः सम्बेद दशकेताः सर्वे at they sale of ្នេក ខ្លួនបង្ការី និយាប៊ី Sidence Milothe adei generale with Western

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T the individual right of oth	ners Problem Orientation	Individ Occupat
BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI	
Cognitive: The student will by graphic illustration present the class with information about a specific occupation and answer any question the class may have about that occupation.  Affective: The student will advocate the choice of an occupation that promotes conservation practices.		II. Out Comm
Skills to be Learned Brain storming Photographing	b. Those that will work with occupations that consume natural	3.
Information gathering	resources	errof bint

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Discipline Area Social Studies stewardship and rouch upon or violate Subject U. S. History right of others Individual Grade Problem Orientation Occupations OBJECTIVES SUGGESTED LEARNING EXPERIENCES Student-Centered in class II. Outside Resource and student Community Activities illustraactivity Brainstorm occupations class 1. Students will form Place occupations in two about 2. groups of two ation lists a. Select an occupation uestion a. Those that conserve b. Take photographs or locate pictures of ve about natural resources your occupation c. Gather information on b. Those that consume student natural resources that occupation 2. Present info e choice 3. Divide class in half that a. Those that will work Present information to ation class by tape recorder with occupations that conserve natural and slides or pictures resources a. Class interviews rned b. Those that will work group about their with occupations that occupation Movie, :Planning Your Career." consume natural 3. hering resources

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Resource and Reference Materials Con Publications:

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Audio-Visual:

Occupations, on Wisconsin Educational Television Planning Your Career, 16 min., Enclolopedia Britannica, BAVI

Strangirithy on the

Community:

People of various occupations Guidance counselor at high school

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Continued and Additional Suggested Learning Experiences ference Materials AVISOLES LAMOSVIESES S T.B.Comes one .P.C.Theodo Paysastii objesty voities នួនសរី២ ខ្លាំស **ថាព**េស្ត្រាំង ស terada esperiada en en especial de trada a seria de la della della della le nedaledep (gest teamstac) dats Visconsin vision eer, 16 min., tannica, BAVI THE BUREL BUT SECURED FOR THE reposition for this waster to be ter in a company of the idan il exterio Fried Carlo Brown Say unwencon erisk r oʻlgani alliyati. occupations or at high



### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish to duformat. Please feel free to adapt it and add more pages. Let us know comments - negative and positive.

- I. Behavioral Objectives
  A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences A. In Class:
  - B. Outside & Community Activities:
- IV. Suggested Resource & Reference Materials (specific suggestions & comments)



## PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

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Project I - C - E

INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Social Studies GRADE 9

Produced under Title III E.S.E.A. PROJECT 1-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338

Robert Warpins Robert Kellner George Howlett INSTRUCTION - CURRICULUM - ENVIRONMENT

PROGRAM FOR ENVIRONMENTAL EDUCATION

Social Studies GRADE

tle III E.S.E.A.

In CESA's 3-8-9

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Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

### PREFACE

If you wish to excite students about their environment, help is rea of over a hundred teachers, year long meetings, a summer workshop, un ecologists, this guide means realistic, developed aid for you. Pleas which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are designed

ces--to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your study to adapt, adopt, or use. By design, the range of suggestions is wi mentation and usage are even wider. Many episodes are self-contain others can be changed in part or developed more keenly over a few

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learning exper The reasons are simple. No guide has all the answers and n unless viewed in the context of your classroom situation. Thus, be give it a triple reading, check over the resources listed, make me prime your students, and seek help. The Project personnel and teac knowledgement page stand ready to aid your efforts. Feel free to a

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 private. We will send available materials pre-paid. Call for any

visit. Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library fo Center materials. Please offer suggestions, comments, or advice-service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch ide suggestions on the episode pages or use the attached evaluation fo lected in late May next year and will be used in our revisions. We reactions and suggestions -- negative and positive. Please note that in the episodes may refer to specific, local community resources o cases, individual school districts and teachers will have to adopt A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival--Creation's beauty and complexity -- often noted as the work of a gen and human energy to save. A year's work by a hundred of your fell gesture. Without you, their work will crumble, and so might we al

let us live to think, feel, and act in harmony with our world.

I. Cognitive means a measurable mental skill, ability, or process 2. Affective refers to student attitudes, values, and feelings.
3. APWI means Acceptable Performance Will Include (labels a cognit

4. EPA - Environmental Problem Area.



### PREFACE

cite students about their environment, help is ready. Thanks to the efforts teachers, year long meetings, a summer workshop, university consultants and uide means realistic, developed aid for you. Please note the following ideas d teachers in writing and editing this guide.

upplementary in nature and the episodes are designed -- at appropriate instan-

to existing, logical course content.

isode offers suggestions. Since you know your students best, you decide what, or use. By design, the range of suggestions is wide; your chances for experisage are even wider. Many episodes are self-contained, others open-ended, still hanged in part or developed more keenly over a few weeks. These built-in llow you to explore.

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on the context of your classroom situation. Thus, before trying an episode,
or reading, check over the resources listed, make mental and actual notes,
ents, and seek help. The Project personnel and teachers listed on the ackage stand ready to aid your efforts. Feel free to ask their help in pre-planning.
ource Materials Center serves all CESA 3, 8, and 9 area schools--public and
all send available materials pre-paid. Call for any help, materials, or to

Project ICE Bibliography in your school library for available Resource Please offer suggestions, comments, or advice--at any time--so that this

Let's help each other.

with the guide by reacting to it with scratch ideas, notes, and extended the episode pages or use the attached evaluation format, which will be colfay next year and will be used in our revisions. We sincerely want your aggestions—negative and positive. Please note that some resources listed may refer to specific, local community resources or conditions. In such al school districts and teachers will have to adopt local or available subst of terms pertinent to the episodes is below.

other experts have simplified the issue--survival--yours, mine, our students, by and complexity--often noted as the work of a genius--will take our genius to save. A year's work by a hundred of your fellow teachers is a saving ut you, their work will crumble, and so might we all--literally. Instead,

hink, feel, and act in harmony with our world.

Editorial Board ins a measurable mental skill, ability, or process based on factual data. ers to student attitudes, values, and feelings. ceptable Performance Will Include (labels a cognitive or mental performance.) mental Problem Area.





The following teachers and consultants particip ACKNELEDGEMENTS: of the Supplementary Environmental Education G

CESA #3 Eugere Anderson, Peshtigo Lauma Berken, Oconto Falls Willard Collins, Crivitz John Cowling, Niagara Nicholas Dal Santo, Pembine Robert Dickinson, Oconto Ann Fehrmann, Marinette Lillian Goddard, Coleman William Harper, Lena Robert Herz, St. James (L) Escer Kaatz, Wausaukee Michael Kersten, Suring Douglas Koch, Cath. Central Dona Marsh, Bonduel David Miskulin, Goodman Don Olsen, Shawano Elmer Schabo, Niagara Marion Wagner, Gillett Ruth Ward, Crivitz George Kreiling, Marinette Marz. McCambridge, White Lake Virginia Pomusl, White Lake Gailen Braun, Lena Kay DePuydt, Gillett Lousene Benter, Gillett

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Ednajean Purcell, OSU

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CESA #8 Lowell Baltz, Weyauwega William Behring, Lourdes David Bell, Neenah Marie Below, Clintonville William Bohne, Kimberly Bob Church, Little Chute Ronald Conradt, Shiocton Lee Halberg, Appleton Ronald Hammond, Hortonville Jerome Hennes, Little Chute Barbara Huth, Menasha Darrell Johnson, Hortonville Bernadyne King, Neenah Harold Lindhorst, St. Martin (L) John Little, Winneconne Gordon Rohloff, Oshkosh William Schaff, St. Joseph Doris Stehr, Mt. Calvary (L) Carolyn Shills, New London Sister Dorothy, Xavier Clarence Trentlage, Freedom Mike Hawkins, Xavier Beth Hawkins, Xavier Ed Patschke, Menasha Connie Peterson, St.Martin (L) Dallas Werner, Kaukauna Ron Schreier, Omro

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larinette Ednajean Purcell, OSU, UW-Marinette David West, Lawrence U.

Robert Cook, UWGB Dennis Bryan, UWGB

Gillett

1. Energy from the sun, the basic source Soc N of all energy, is converted through Discipline Area C1v E plant photosynthesis into a form all Subject Cor T living things can use for life pro-Problem Orientation of cesses. BEHAVIORAL OBJECTIVES SUGGESTED LEARNING E Cognitive: Students, when I. Student-Centered in class II. given a name of a fuel activity energy, will be able to 1. Discuss sources of fuel tell 3 ways in which fuel energy energy has an effect on 2. Determine how sun energy his own economic well. is converted to food for being. all living organisms, even man. (Use chart depicting Affective: The students will show their apprecifood chain.) ation for the sun by lis-3. Discuss examples of

Skills to be Learned

Do library research
(Use Reader's Guide to
Periodical Literature.)

ting all energy sources

other than the sun and describing their inade-

quacy for supplying energy.

energy deficiencies from library research.
4. Discuss local community's economy, if one or more local fuel sources were

eliminated.



the sun, the basi is converted thre hesis into a forr life an use for DBJECTIVES ents, when ents, fuel when **a**. < able to nich fuel **1**. ect well On students apprecisources ın and inadeing energy red rch ide to ture.)

Resource and Reference Materials

Continued and Additional Suggested Learnin

Publications:

Civics for Citizens, Chapter 23, pp. 464-487 Lippincott.
Energy Resources of the U.S., Rand McNally.

Rand McNally. Reader's Cuide.

Audio-Visual:

Filmstrips:

Producing and Using Heat,

30 min., Curriculum Materials
Corp.

Our Minerals and Energy Resources sound filmstrip, Coronet.

Community:

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C 2 All living organisms interact among 0

N themselves and their environment, Discipline Area Social

E forming an intricate unit called an

Subject <u>Civics</u>

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Problem Orientation. Re

T ecosystem.

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III

### BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will trace the interaction of living organisms by diagramming two examples of the flow of energy & nutrients through the ecosystem. The student will make a picture story of both types of ecological regulation. Affective: Students will clarify their values regarding the balance of nature by completing a series of rank orders & value sheets. (Examples on

- I. Student-Centered in class activity
  - A. Class work
    - 1. Show a series of pictures, a filmstrip, or a film showing imbalance in nature.
    - 2. Use the overhead projector to present the materials on ecosystems & related items while students take notes & diagram.
    - 3. Make picture stories of ecological regulations, ie., how environment regulates organisms & how organisms regulate the environment. Use photos from old magazines or cartoon drawings.
    - 4. Student starts an ecosystem diagram of the two cardinal movers & passes it to other students to complete one until it is completed.
    - 5. The teacher could also make a puzzle of a diagram showing that the 2 cardinal movers through (cont.)

Skills to be Learned
Independent activity &
responsibility
Construction of picture
stories or bulletin board
Value clarification
Notetaking & diagramming
Research & reference work
or interview techniques

ERIC Full Text Provided by ERIC

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## organisms interact among

their environment,

<u>ricate unit called an </u> OBJECTIVES student nteraction sms by examples nergy & h the tudent ure pes of ation. ents ir the e by ies of lue s on rned ivity & 'picture letin board tion agramming.

Discipline	Area	Social	Studies

Subject

Civics

Problem Orientation Resources

Natural

Grade 9

### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Class work
    - 1. Show a series of pictures, a filmstrip, or a film showing imbalance in nature.
    - 2. Use the overhead projector to present the materials on ecosystems & related items while students take notes & diagram.
    - 3. Make picture stories of ecological regulations, ie., how environment regulates organisms & how organisms regulate the environment. Use photos from old magazines or cartoon drawings.
    - 4. Student starts an ecosystem diagram of the two cardinal movers & passes it to other students to complete one until it is completed.
    - 5. The teacher could also make a nuzzle of a diagram showing that the 2 cardinal movers through (cont.)

- II. Outside Resource and Community Activities
  - A. Outside work
    - 1. Student may go to the Activity Center to work on the rank orders & value sheets.
    - 2. At the conclusion, the students can pick the part of topic that interests them most. Some can go to the library for further study while the others can go to a resource person such as the county agricultural agent, the local conservation organizations or their agriculture teacher.
    - 3. Students then propose & carry out some action, as a class or individual which will support the balance of nature in our area.

rence work

echniques

## Resource and Reference Materials

## Publications:

Books:

American Civics, Harcourt, Brace & World, Chapter 23
Your Life As a Citizen, Ginn & Co., Chapter 22
Our Changing World, Laidlaw

## Audio-Visual:

Filmstrip:

Environmental Pollution..Our

World In Crisis, Filmstrip 1,
Nature of the Crisis, (Ward's
Natural Science Establishment,
Inc.)

Crisis of the Environment, New York Times

Films:

Conservation and Balance in Nature, BAVI-6443
Plant-Animal Communities:
Ecological Succession,

BAVI-7052 Study Prints- Erosion - IA

Community:

County Agricultural Agent Conservation organizations leaders Agriculture teacher Continued and Additional Sug

I. (cont.)

the ecosystem are energy Example:

Sun

Producer Herbin or Con Nutrient or Pool

Value Sheet

Nitrates, etc.

Your group lands on a new Part of the group wants to natural setting remains to though they must live princest of the group wants to immediately for farming, can earn a good profit are 1. What other positions of

 Rank the alternative f in terms of a) aesthetic) balance in nature.

3. Some people say the povs. non-sportsmen. Other

Industrial Revolution.
related to? State your
Rank Orders (Rank 1, 2, of
Which is most desirable?
Human life Which is h
Nature 2. Economic Gain
would you rank most import
Immediate What is best
2. Great Wealth 3. Style

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I. (cont.) the ecosystem are energy & nutrients.

Example:

Producer

Sun

Energy movement =

Nutrient movement =

🐧 Carnivor

or Cow or Hay Nutrient

Decomposer of wastes of dead bodies or Pool or Fungi Nitrates, etc.

Herbivor.

Value Sheet

Your group lands on a new planet similar to earth. Part of the group wants to insure that the planet's natural setting remains unchanged as they found it, even though they must live primitively because of it. The rest of the group wants to start clearing the land immediately for farming, mining & manufacturing, so they can earn a good profit and live comfortably.

1. What other positions can you think of:

2. Rank the alternative from the most to least desirable in terms of a) aesthetic enjoyment, b) economic gains, c) balance in nature.

3. Some people say the positions are related to sportsmen vs. non-sportsmen. Others say it is related to the Industrial Revolution. What other issues might it be related to? State your position.

Rank Orders (Rank 1, 2, or 3)

Which is most desirable? 1. Plant life 2. Animal life 3. Which is best for society? 1. Balance of Nature 2. Economic Gain 3. Personal Comfort Which goal would you rank most important? 1. Long range 2. Short 3. Immediate What is best for manking? 1. Healthy Environment 2. Great Wealth 3. Style of Living



C 3. Environmental factors are limiting

N on the numbers of organisms living

Discipline Area Social Stu

Subject Civics

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Carryin

SUGGESTED LEARNING EXPE

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T environment has a carrying capacity.

Problem Orientation Capacit

BEHAVIORAL OBJECTIVES

I. Student-Centered in class activity

A. Classroom

1. Discuss basic necessities of life (food, water, air, shelter).

2. Define population explosion & its meaning today.

3. Debate-Is population explosion a real problem?

4. Student essays on world conditions in the year 2000 A.D.

5. Have students prepare an original political cartoon on what their city would look like if the population "exploded".

Cognitive: The student will list 3 areas of the world that he feels are most threatened by the population explosion & briefly explain why this problem & other problems stemming from it are more acute here than anywhere else in the world. Affective: The student will demonstrate an awareness of the effects of the population explosion on our world's carrying capacity by describing the problems of a normal community of 3000, which grew quickly to 50,000

Skills to be Learned Library research Conduct good debate Prepare & execute a public opinion poll Originalily & creativity with original cartoons

(with no increase of

natural resources).

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ng capacity.	Problem Orientati	Carrying on <u>Capacity</u>	Grade	9
	SUGGESTED LEA	RNING EXPERIENCES		

I. Student-Centered in class activity

- A. Classroom
  - 1. Discuss basic necessities of life (food, water, air, shelter).
  - 2. Define population explosion & its meaning today.
  - 3. Debate-Is population explosion a real problem?
  - 4. Student essays on world conditions in the year 2000 A.D.
  - 5. Have students prepare an original political cartoon on what their city would look like if the population "exploded".

- II. Outside Resource and Community Activities
  - A. Library
    - 1. Reading assignment out of Dr. Paul Ehrlich's book, "The Population Bomb".
    - 2. Research assignment,
      What are other nations
      doing to control
      population? Give
      report to class.
    - 3. Prepare a world population density map-showing problem areas. Report to class.
  - B. Community
    - 1. Make a study of population, local area to nation to world.
    - 2. Conduct a public opinion poll on threat of population explosion.

Resource and Reference Materials

Continued and Additional Suggested Learning Ex

Publications:

Text - Civics for Citizens, Ch. 19, pp. 375-395, Lippincott
Several copies of Dr. Paul
Ehrlich's book, The Population
Bomb, Ballantine Books, 1970
Text - Challenges for a Free
People, (Hanna), Ch. 6, pp. 182-186
Rand, McNally Publishers
Resource book - Population,
Evolution, & Birth Control,
Garrett Harden, Freeman
Our Spaceship Earth-Standing
Room Only, Morris Udall, 1969,
Congressman's Report, Vol. 8,
No. 7

Audio-Visual:

Movie:

Food or Famine, 28 min., Color, Shell Oil Co., free or loan

Community:

Continued and Additional Suggested Learning Experiences

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Discipline Area <u>Socia</u>

within their influence, thus, each

Subject

T environment has a carrying capacity.

Problem Orientation Ca

### BEHAVIORAL OBJECTIVES

SUGGESTED LEARNING

Cognitive: The student will be able to prove that pollution is expensive, by listing & explaining 5 ways that governments must spend money to control or remedy pollution.

Affective: The students will prove that pollution costs money by researching (look up or review) the cost of garbage collection in his community.

Skills to be Learned

Locating information

Preparing bulletin boards

Speaking

I. Student-Centered in class activity

A. Classroom

- 1. Define & discuss the various types of pollution & the damages & costs of it.
- 2. Prepare a "shock" bulletin board on pollution.
- 3. Oral reports on all activities.
- 4. Make posters to help fight air, water, etc. pollution.

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Discipline Area Social Studies

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Subject

Civics

SUGGESTED LEARNING EXPERIENCES

Carrying

has a carrying capacity.

Problem Orientation Capacity

Grade 9

AL OBJECTIVES

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Learned ormation lletin boards I. Student-Centered in class activity

- A. Classroom
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  - 2. Prepare a "shock" bulletin board on pollution.
  - 3. Oral reports on all activities.
  - 4. Make posters to help fight air, water, etc. pollution.

- II. Outside Resource and Community Activities
  - A. Library
    - 1. Using the "Statistical Abstract of the U.S.", prepare a chart or graph of pollution costs.
    - 2. Make a report on pollution of Lake Erie & possible costs to reclaim it.
    - 3. Check A.M.A. reports on air pollution & effects on respiratory diseases, etc.
    - 4. Check the last 10 years of our federal budget for money expenditures on water abatement.
  - B. Community or home
    - 1. Search newspapers & magazines for articles or advertisements that show we are aware of this problem.
    - 2. Try to make a study of any nearby polluted source of water (Ex. a resort lake) & show how much the pollution has cost individuals & the community as a whole. (cont)



### Resource and Reference Materials

## Publications:

Text - Civics for Citizens, Ch. 19, pp. 375-395 & Ch. 23, pp. 464-486, Lippincott Copies of: Statistical Abstract of the U.S.

The Ecology Controversy, 1970, Greenhaven Press, Anoka, Minn., Sections 6, 7, 10, 11, & 12

National Geographic, Dec. 1970, (Special issue on pollution)

## Audio-Visual:

Films:

Ship Without a Skipper, CESA 9
Office
Garbage, free on loan from
CESA 9 Office

Community:

# Continued and Additional Suggested Learn

II. (cont.)

3. Interview local sand blasting consuppliers or painting contractors businesses & see if their business because of air pollution.

4. Visit the local sewage disposal was speaker from there. Study costs of Are they overloaded? Is their maximum.

5. Invite a local or county conserva speak to class on the effects & co

6. Distribute the best posters from activities to the community store

e Materials

Continued and Additional Suggested Learning Experiences

zens, Ch. 19, pp. 464-486,

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II. (cont.)
3. Interview local sand blasting company or paint suppliers or painting contractors on their businesses & see if their businesses have improved because of air pollution.

4. Visit the local sewage disposal works or get guest speaker from there. Study costs of these services. Are they overloaded? Is their maximum been reached?

5. Invite a local or county conservation officer to speak to class on the effects & costs of pollution.

6. Distribute the best posters from the class activities to the community store windows.

C 3. Environmental factors are limiting Discipline Area Social S N on the numbers of organisms living E within their influence, thus, each Subject Civics Problem Orientation T environment has a carrying capacity. SUGGESTED LEARNING EX BEHAVIORAL OBJECTIVES Cognitive: The student will I. Student-Centered in class be able to contrast the activity effect of an uncontrolled A. Classroom population growth vs. a 1. Discuss the carrying controlled population growth, by preparing a 2 minute capacity of the classroom, school, home, report to class. Packer football games, Affective: The student will, the family car, golf in a short essay, explain the courses & parking lots. changes in his family life 2. Compare the amount of after the birth of triplets, land that is used for using the term, carrying agriculture vs. that of capacity. non-agriculture use. 3. Have the amount of Skills to be Learned people in Florence County Preparing a speech compared with those in Comparison Milwaukee County. Compare Prediction of population your county with these. trends Have students compare the amount of pollution per sq. mile in each county.

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### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Classroom
    - 1. Discuss the carrying capacity of the classroom, school, home, Packer football games. the family car, golf courses & parking lots.
    - 2. Compare the amount of land that is used for agriculture vs. that of non-agriculture use.
    - 3. Have the amount of people in Florence County compared with those in Milwaukee County. Compare your county with these. Have students compare the amount of pollution per sq. mile in each county.

- II. Outside Resource and Community Activities
  - A. Library
    - 1. Find old newspapers & record books. Compare population then & now. Compare size of the community too.
  - B. Community
    - 1. Ask older people to compare the amount of cars in use today with the amount used when they were young. Also have them compare the distances traveled.
    - 2. Find out if the boundary lines of your local village or city have changed in the past 50 years, & try to determine the number of acres of farm land that have been taken away. Think of the number of new homes that have been built, plus factories, if any Figure out the pollution that has been added by each, such as furnaces, cars, fireplaces & barbecues.

Resource and Reference Materials

Continued and Additional Sugg

Publications:

Overpopulation: How Many Are Too

Many?, Academic Paperbacks, The
Academic Building, Saw Mill Road,
West Haven, Connecticut 06516
\$.75 per copy, school price
The Population Bomb, Paul Ehrlick,
Ballantine Books, 1970
Vanishing Air, John Esposito,
CRM Publishers, 1970
Dirty Water, Ecology Simulation
Game, Judith Anderson, Urban
Systems, Inc., 1970
Vital Speeches

Audio-Visual:

Ward's Natural Science
Establishment, Inc., Environmental
Pollution. . . Our World in Crisis,
CESA 9 Office

Community:

any Are Too rbacks, The aw Mill Road, cut 06516 l price Paul Ehrlick, 70 sposito,

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Continued, and Additional Suggested Learning Experiences

C 4. An adequate supply of pure Discipline Area Social S N water is assential for life. C Subject E Civics P Problem Orientation Recr SUGGESTED LEARNING EX BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: Using knowledge II. activity gained in classroom discus-A. Classroom sion of recreational uses of water, students will 1. Discuss leisure time prepare a 5 question essay uses of water, such as examination on this lakes, camping, etc. material to be given 2. Prepare scrapbook fellow students. showing water activities on one side, & on the Affective: The student will prove that he underother side, show what stands the value of pure can happen to these water by describing the activities with water differences in recreational pollution. activities in Wisconsin 3. Make cartoons that versus Nevada. show what could happen by 2000, if water pol-Skill to be Learned lution continues. Interview resort owner Select materials for scrapbook Draw cartoons Prepare test Prepare map

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OBJECTIVES
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Discipline Area	Social Studies	
Subject	Civics	
Problem Orienta	tion Recreation	Grade 9

SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class activity

A. Classroom

1. Discuss leisure time uses of water, such as lakes, camping, etc.

2. Prepare scrapbook showing water activities on one side, & on the other side, show what can happen to these activities with water pollution.

3. Make cartoons that show what could happen by 2000, if water pollution continues.

II. Outside Resource and Community Activities

A. Community

1. Interview resort owner or have him appear as a speaker. Subject: How does pure water affect his business:

- 2. Prepare a chart showing water oriented occupations of the community, such as landscaping, resort owner, sports shop dealer, etc. List possible activities of these occupations depending on pure water. Might also list indirectly related occupations & their activities.
- 3. Talk with an elderly person on how he spent his leisure time as a youth & report to class.
- 4. Have Congressman explain laws that are now in effect & new laws that may come in the future to maintain our water supply.

5. Make a map showing the leisure time (cont.)

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Resource and Reference Materials

Publications:

Books:

Civics for Citizens, J. B.
Lippincott, Co., Chapter 21,
pp. 416-432

Challenges For A Free People,
Rand McNally & Co. Chapter 5
Your Life As A Citizen, Using
Our Leisure Time Wisely,
Chapter 23

Water for People, Sarah R. Riedman

Enjoying Leisure Time, William C. Menninger

Environmental Problem Covered: Water Pollution

Audio-Visual:

Movie:

The Gifts from CESA-9 Office

Community:

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Continued and Additional Suggested Learning Experiences

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Water facilities available in your community.

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	C 4. An adequate supply of pu	ure	
	O N water is essential for life	e. Discipline Area Social S	Stud:
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	BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	(PER.
Title III - 59-70-0135-1 Project I-C-E	Cognitive: Students will be able to demonstrate that they recognize various types of water pollution by describing 5 types in an essay.  Affective: Student will show his appreciation for the value of pure water by making a list of 10 uses in the every day life of his community.  Skills to be Learned	I. Student-Centered in class   I]	Cor A.
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Resource and Reference Materials

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Publications:

Books:

Your Life as a Citizen, Text,

pp. 147-157.

Copies of local ordinances on water quality, state percolation tests, etc.

Audio-Visual:

Congressional Record, Feb. 10, 1970,
Reprint of President Nixon's
Message to the Congress on the
Environment, Highlights of the
Federal Water Quailty Legislation
Currently Before the Congress.
Filmstrip:

Man's Natural Environment Crisis Through Abuse

Movie:

Men at Bay, CESA 9 Office

Community:

Guest speakers-Biology teacher,
head of Public Works, Sanitation
Dept. or other local community
leaders
Field trips to a water supply or
sewage treatment plant

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Continued and Additional Suggested Learning Experiences

N essential because most organisms E depend on oxygen, through respiration, P T to release the energy in their food. BEHAVIORAL OBJECTIVES Cognitive: Given a I. name of a public official or agency, the student will be able to describe the opinions of his community on air pollution by writing about a 200word letter to the official or agency. Affective: The students ding. will show their interest by writing a petition to be circulated in Green Bay to shut down the incinerator which would help cut down on air pollution. (Other cities may be used if more convenient.) Skills to be Learned Ability to give & interpret an opinion poll. Ability to interview Ability to write a business letter

c 5. An adequate supply of clean air is

Subject Problem Orientation Air Pol: SUGGESTED LEARNING EXPER. Student-Centered in class activity 1. Study unit on public opinion. 2. Identify possible problems on air pollution by discussion. 3. Discuss any new legislation that may be pen-4. Make a list of all the local, state, or federal officials & agencies that may be interested in the opinions of your community on some phase of air pollution or new legislation. 5. Construct a public opinion poll on problems of air pollution and on any possible new laws they may want passed or repealed.

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Problem Orientation Air Pollution Grade

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Student-Centered in class activity

- Study unit on public opinion.
- 2. Identify possible problems on air pollution by discussion.
- 3. Discuss any new legislation that may be pending.
- 4. Make a list of all the local, state, or federal officials & agencies that may be interested in the opinions of your community on some phase of air pollution or new legislation.
- 5. Construct a public opinion poll on problems of air pollution and on any possible new laws they may want passed or repealed.

- SUGGESTED LEARNING EXPERIENCES Outside Resource and II. Community Activities
  - 1. Studenth should study various community & state newspapers, & compile a list of major problems that are mentioned most often.
  - 2. Students should interview several people to find out what they consider are major problems.
  - 3. Conduct a house-to-house opinion poll using the information that was gained from the text, newspapers, interviews, & discussion.
  - 3. Publish results of poll in local newspaper.

Resource and Reference Materials Publications:

Your Life as a Citizen, Ginn & Co. pp. 257-276.

Community Action: How To Get It Successfully, Grass Roots Guides, Social Studies School Service, 10000 Culver Blvd., Culver City, Calif. 90230

Politics of Pollution, set of 30 student booklets, teachers guide, same address as above.

Political Broadcasting, Herbert E. Alexander, same address as Community Action above.

# Audio-Visual:

Filmstrip:

How Our Laws Are Made, Brown County Library loan. Environment & Action, Perma-Bound, Hertzberg-New Method, Inc., Vandalia Road, Jacksonville, Ill. 62650

# Community:

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ference Materials

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Continued and Additional Suggested Learning Experiences

How To Get It Pass Roots Guides, School Service,

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C 5. An adequate supply of clean air is N essential because most organisms Discipline Area Social St E depend on oxygen, through respiration, Subject Civics T to release the energy in their food. Problem Orientation Air Pollu BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPERIE Cognitive: Given a list Student-Centered in class Ι. II. of 3 sources of air polactivity

lution in his community, the student will be able to rank them in order of long-term cost vs. shortterm gain.

Affective: The students will demonstrate their feelings toward air pollution in a roundtable (groups of 4-6) discussion on the subject "The Earth's Supply of Air is Inexhaustible."

Skills to be Learned Ability to respond to visual stimuli Ability to rearrange facts in a new order

- 1. Bring in pictures that show air pollution.
- 2. Show filmstrips on air pollution.
- Discuss reasons for air pollution.
- 4. Discuss the gains that people gain by the act of causing air pollution: travel, pleasure, jobs, time, money.
- 5. Have class list the sources of air pollution that they were a part of causing this morning.
- 6. Using a unit of Economics have students tell what would happen to our economy if a major factory would be forced to close down in our area because of being a serious cause of air pollution.
- 7. Discussion of what would happen to the economy of our community if travel would be limited, or stopped.

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Discipline Area Social Studies Subject Civics Problem Orientation Air Pollution Grade

SUGGESTED LEARNING EXPERIENCES Student-Centered in class activity

 Bring in pictures that show air pollution.

2. Show filmstrips on air pollution.

- 3. Discuss reasons for air pollution.
- 4. Discuss the gains that people gain by the act of causing air pollution: travel, pleasure, jobs, time, money.

5. Have class list the sources of air pollution that they were a part of causing this morning.

- 6. Using a unit of Economics, have students tell what would happen to our economy if a major factory would be forced to close down in our area because of being a serious cause of air pollution.
- 7. Discussion of what would happen to the economy of our community if travel would be limited, or stopped.

- II. Outside Resource and Community Activities
  - 1. Resource center for materials, such as pictures of pollution, books on economics, Reader's Guide for research on what factories & people are doing to stop air pollution.
  - 2. Field trip to see source of air pollution in the community and see what is being done to stop it.
  - 3. To contrast the gains that we get in our community with the results of air pollution.
  - 4. Have students count the number of buses that there are standing in front of their school at the end of the school day, and estimate the number of miles that they put on each bus each day, month, year.

### 1 8

Resource and Reference Materials
Publications:

Your Life as a Citizen, Unit V pp. 405-474. Reader's Guide

Audio-Visual:

Air Pollution, J. Weston Walch,
publisher, Portland, Maine
04104, 22 slides.
Air Pollution, LIFE Educational
Program 1970, reprints, filmstrips, & transparencies.
Our Water & Air: Filmstrips &
record, Brown County Library.
Economic System: Simulations
of basic features common to
a wide variety of economic
systems: Social Studies School
Service, 10000 Culver Blvd,
Culver City, Calif. 90230

# Community:

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Continued and Additional Suggested Learning Experiences ence Materials zen, Unit V eston Walch, i, Maine Educational ints, filmencies. Lmstrips & ty Library. nulations common to economic dies School ver Blvd, 90230 l decina inita is Logarina de 19

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C 6. Natural resources are not equally Discipline Area Soci distributed over the earth or over Civi Subject E time and greatly affect the geographic Resc Problem Orientation Depl T conditions and quality of life. SUGCESTED LEARNING EX BEHAVIORAL OBJECTIVES Cognitive: Using his Student-Centered in class II. imagination, the student activity will be able to list & ex- Discuss definition of plain 5 ways in which the natural resources and which ones are quite valuable. community he lives in would benefit by the discovery of 2. Using blackboard, list the a valuable deposit of copnatural resources of the: per-bearing ore nearby. Affective: The student a. state b. community Affective: will briefly describe the 3. Discuss graphs or charts difference in the quality from part III - how will of farm life in Northern life change if these re-& Southern Wisconsin. sources are used up- possible alternatives. 4. Show movie, "We Like It Skills to be Learned Making detailed survey Here." of local community. Write an imaginary news-Library research paper feature story for Drawing accurate, meaning-100 years in the future ful charts or graphs and telling about industrial interpreting the infordevelopment in the commation & making reasonable munity based on then availpredictions from this. able resources. As part of the story tell of several companies which went out of existence when their raw material supply ran out 6. Write a short paper for extra credit on the history of one the following industries: a. lumbering, iron mining, fisheries, lead & zinc mines.

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I. Student-Centered in class activity

- Discuss definition of natural resources and which ones are quite valuable.
- Using blackboard, list the natural resources of the: a. state b. community
- 3. Discuss graphs or charts from part III how will life change if these resources are used up- possible alternatives.
- 4. Show movie, "We Like It Here."
- paper feature story for 100 years in the future telling about industrial development in the community based on then available resources. As part of the story tell of several companies which went out of existence when their raw material supply ran out
- 6. Write a short paper for extra credit on the history of one the following industries:
  - tries:
    a. lumbering, iron mining,
    fisheries, lead & zinc mines.

- SUGCESTED LEARNING EXPERIENCES
  ered in class | II. Outside Resource and
  Community Activities
  - 1. Make a survey of local area as to natural rescurces available and being used.
  - 2. Look back into local community's history & see what businesses are based on use of local resources. See if any businesses have folded because of depleted supplies of resources (Ex. timber cut off mine played out)
  - 3. Take a field trip to some local industrial facility that uses local raw materials: such as, lumber yard, wood-working factory, paper mill, cement plant, iron mill or foundry, dairy, cannery.
  - 4. Look up in a geography book of Wisconsin the natural resources of our state for discussion in class.

Resource and Reference Materials

Continued and Additional Suggests

Publications:

State Historical Society publications

Your Life as a Citizen, Ginn and Co., pp. 492-511.
Challenges For a Free People, Rand-McNally, Ch. 9, pp. 255-288.
several copies of books on geography of Wisconsin.

## Audio-Visual:

Movie:

We Like It Here, 55 min. color, BAVI - story of Wisconsin's economy.

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People, Rand255-288.
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7. Factors such as facilitating transporta-N tion, economic conditions, population growth, E and increased leisure time have a great in-P fluence on changes in land use and centers T of population density. BEHAVIORAL OBJECTIVES Cognitive: Given examples of five ordinary lands, student will choose a reasonable land use for it and support his selection on a 3 out of 5 essay exam. Affective: Student would describe what would happen to land use and population density in an imaginary case; where a small rural community was suddenly connected by a new super highway to the up-to-then isolated urbanized world. Skills to be Learned Ability to recognize and define zoning laws. Common debate skills Fositive attitudes toward constructive land uses, balance of nature, and wildlife areas.

SUGGESTED LEARNING

I. Student-Centered in class activity
1. Discuss various local uses of land.
2. Discuss local zoning ordinances.
3. Debate possible land uses:
a) wildlife vs.farming
b) industry vs. recreation
4. Have students write up short papers on local examples of good and poor land uses.

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conditions, population growth,

eisure time have a great in-Subject es in land use and centers Problem Orientation Land Use ensity. **JECTIVES** SUGGESTED LEARNING EXPERIENCES Student-Centered in class enamples of ds, student activity 1. Discuss various local uses conable nd support of land. a 3 out of Discuss local zening ordinances. views) t would Debate possible land uses: ld happen a) wildlife vs.farming opulation b) industry vs. recreation ginary 4. Have students write up ll rural short papers on local exdenly amples of good and poor land w super uses. -to-then d world. red ize and de-

Discipline Area

Social Studies

Local Government

Grade

Outside Resource and Community Activities

1. Interview local officials on zoning restrictions or criteria (report on inter-

2. Get D.N.R. speaker or Agriculture Teacher to talk on land classes by

3. Research examples of land use, good vs. bad, upsetting of balance of

nature, etc. 4. Write D.N.R. for court hearing records (Klat Creek-Oconto Co.) etc.

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Resource and Reference Materials

Publications:

Text - Civics for Citizens, Lippincott - Ch. 19 and 23.

Klat Creek Hearings and similar court nearings -

D.N.R., Box 450, Madison, WI Text - Your Life as a Citizen, Ch. 22, pp. 492-515.

Audio-Visual:
Films - b.A.V.I.
#0490 County Government -\$3.00

#2865 Community Governments - How They Function (\$2.25)

Community:

Dept. CI Natural Resources Represen-

Local agriculture or biology teacher.

Continued and Additional Suggested

Environmental Problem Covered

Land use and conservation of w

aterials

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-\$3.00 nts - How

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Land use and conservation of wildlife areas.

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C 8. Cultural, economic, social, and N political factors determine status E of man's values and attitudes toward his environment. BEHAVIORAL OBJECTIVES Cognitive: Students when shown 8 slides that depict a cross section of their community, will be able to identify the type of people who would live there because of economic, social, or political factors by writing about a 25-50 word analysis of each slide. Affective: The student will rank in order and briefly justify his rankorder of the following factors in determining his attitudes toward the environment: Home, father's occupation, schooling, religious training, race, job (if applicable.) Skills to be Learned Research in library

Ability to take & analyze

slides of houses in their

community

to go to work. 4. Students will discuss the

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Problem Orientation Attitude

SUGGESTED LEARNING EXPER] Outs II. Commu

Student-Centered in class activity

1. Show students about 12-15 slides from several different part of the country. Some should show good environments, and others poor environments.

2. Have students who have traveled to other parts of the state or nation tell some interesting facts that they remember.

3. Have students explain why some people live next to a factory, or why some drive a great distance every day

different types of homes there are in our area and decide if it makes any difference where one lives, or how old the house is, etc.

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Problem Orientation Attitudes

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SUGGESTED LEARNING EXPERIENCES Student-Centered in class

activity 1. Show students about 12-15 slides from several different part of the country. Some should show good environments, and others poor environments.

2. Have students who have traveled to other parts of the state or nation tell some interesting facts that they remember.

Have students explain why some people live next to a factory, or why some drive a great distance every day to go to work.

4. Students will discuss the different types of homes there are in our area and decide if it makes any difference where one lives, or how old the house is, etc.

II. Outside Resource and Community Activities

1. Library

a. Research on types of houses used by people in the different periods of U. S. history.

b. Compare types of homes found in the city vs. homes in the country.

2. Community

a. Some students could take pictures of some houses at random and have slides made out of them. See if students could judge the period of history that the house was built, and if the house gives any clues as to the economic or social status of the builder or owner.

b. Students could ask their parents where they would like to move, if they ever moved again in the next few years,

and why.

c. Try to find out, if in the past there were sections of the community where there lived people of only one nationality or religion.



Resource and Reference Materials | Continued and Additional Suggested Lear: Publications:

Books:

Attitude Change and Social

Influence, Basic Books, Inc.,
New York, author-Arthur Cohen.
Challenges for a Free People by
Lavone Hanna, Ch. 1, "Understanding Ourselves," Rand McNally & Co.,
1964.

Environments of Man by Jack Bresler, Addison Wesley.

Audio-Visual:
Films:
Project I-C-E RMC
The Gifts
Using Community Resources
Filmstrip and kit:
Project I-C-E RMC
Environmental Quality Index
America is in Trouble,
National Wildlife Federation,

Community:

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Discipline Area Social Studies

Subject Civics

Problem Orientation Pollution Grade 9

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class II. Outside activity Community

### A. Classroom

- 1. Discuss the various products on the market today, such as, soaps, gas, cars, boats, tobacco products, magazines, etc.
- 2. In terms of economics, could any product be eliminated from our use? This could save us money & our environment.
- 3. Discuss the economics of recycling.
- 4. Discuss how aluminum is replacing steel in automobiles, beer cans, etc., resulting in an increase of electricity needed & environmental effects of this (electrical power crisis).

# II. Outside Resource and Community Activities

### A. Library

- 1. Use consumer bulletins
  Find out comparisons on
  different types of
  products, like those
  mentioned in the classroom activity. Rank
  them in various ways,
  such as cost per unit,
  rate of consumption,
  possible rank as to
  being an irritant to
  our environment.
- B. School community
  - 1. Have some students interview ladies to see if some of the higher priced soaps, cleaners, etc. might last longer than cheaper ones.
  - 2. Have some students interview garagemen to find out their views on lead-free gas. If it costs more, find out it it could save us money in terms of operation costs.

Publications:

The Ecology Controversy, Greenhaven
Press, Copyright 1970, Sections on:
Fact & Opinion
Evaluating Sources
Determining Priorities
Not So Rich as You Think, Houghton
Mifflin, 1967
No Deposit, No Return, Johnson
Increased Wood Fiber Recycling: A
Must, Forest Products Laboratory,
P.O. Box 5130, Madison, Wis. 53705

Audio-Visual:
Film:
Garbage, CESA 9 Office

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SUGGESTED LEARNING EXPERIENCES

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I. Student-Centered in class activity

- Discussion on problems of our environment should have preceded this unit.
- 2. To prepare for panel discussion, read from The Ecology Controversy. Set aside section of class notebook for notes from this reading.
- Decide on a list of possible panel members: one or two student environmental leaders, one or two members that represent industry, one ecologist from UWGB, one housewife, one conservationist. The members could be different, but industry must be present. As chairman, an experienced teacher who is interested in environmental education, or the school principal.
- 4. Have students ask questions to the panel and take part in discussion.

II. Outside Resource and Community Activities

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Continued and Additional Suggest Resource and Reference Materials Publications: The Ecology Controversy, copyright 1970, Greenhaven Press, Anoka, Minnesota. Section 6 - The Environment and What to Do About It Section 7 - Radioactive Wastes in Drinking Water Section 9 - Nuclear Power Plants Section 10 - Myths About Pollution (Industries side of the story) Section 11 - Clean Air Research Section 12 - The Gross National Product and Pollution Section 16 - Ecology-Government Control of the Environment Audio-Visual: Films The Gifts, CESA #9 Men at Bay, CESA #9 13 12 Jan 2 r burg y the colors of her h o įsubbirbili tekioji Community: in am out to set a trouble at Transpirers - a bruga anearic ed deux axia cond The property of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of the second of 是一個時候,在自時中華學 智慧的 AND ATTORICE BEAUTIONS OF menvel education, or the Lag. In the Local Lag. 可以在於於 . 其上地 . 这些社会和美国的 · 中国的

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		talika kata kata dan Batah dalah bahasa dalam perdikatan dibutan Baha terdapa berahilan dalam berahilan berahi Katah berahilan dalam terdapat berahilan dalam berahilan berahilan berahilan berahilan berahilan berahilan ber

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C	11. Individual acts, duplicated			
O N	or compounded, produce significant	Discipline Area	Social	Stud
	environmental alterations over time.	Subject	Civics	
P Tr		Problem Orientat	ion Air	Poli

BEHAVIORAL OBJECTIVES

Cognitive: Given a pollution protlem such as a lake being polluted by septic tank runoff from lake residences, student will propose & describe in detail 2 methods that any citizen could take to

help meet or fight this problem.

Affective: Student will demonstrate an appreciation for the individual's importance in maintaining the environment by writing a short opinion essay on the slogan, "Every litter bit hurts".

Skills to be Learned

Letter writing
Creative thinking
Appreciation for value or
importance of individual
in adding to or fighting
against pollution
Making an effective local
survey

SUGGESTED LEARNING EXPERI

I. Student-Centered in class | II.

activity
A. Classroom

- 1. Discuss how citizens can as individuals alter the environment:
  - a. Physically:
    - 1. Littering
    - 2. Pesticides
    - 3. Laundry detergents
    - 4. Poorly tuned autos
    - 5. Noise pollution (radios, cars, etc.)
  - b. Politically:
    - 1. Letters to Congress
    - 2. Vote
    - 3. Petitions
- 2. Have students write a practice letter to their Congressman on some environmental problem of their local area.
- their local area.

  3. Send in the best of these letters.
- 4. Put on a recycling program for cans, bottles or paper for a short time to show how small amounts add up.
- 5. Contest for best cartoon poster against littering, etc.

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s, duplicated duce significant Discipline Area Social Studies rations over time. Subject Civics ... Problem Orientation Air Pollution Grade 9 CTIVES SUGGESTED LEARNING EXPERIENCES pollu-I. Student-Centered in class II. Outside Resource and a lake activity Community Activities ptic A. Classroom A. Outside classroom 1. Discuss how citizens е 1. Guest speaker from will can as individuals alter Sanitation Dept. to n the environment: tell of costs of t a. Physically: cleaning up city ke to 1. Littering streets, parks, his 2. Pesticides buildings, etc. of Laundry detergents litter. will 4. Poorly tuned autos 2. Make a local ciation 5. Noise pollution survey or study of (radios, cars, etc.) an area that has a ining litter problem to b. Politically: 1. Letters to Congress riting see if the cause y on 2. Vote can be determined. itter 3. Petitions 3. Visit a plant that Have students write a recycles some waste practice letter to their materials if Congressman on some possible. environmental problem of their local area. lue or 3. Send in the best of these will be as a moved on the standards vidual ်ပြီး မေနာ့ ကို ပြဲရပ်ခဲ့ ပြီးများသည် အချောင်းမှုနှာ စိန်းမြောင်းပြီးပေးပြီးသည်။ ပြုပြုပြုသည်။ မြို့သို့ လုပ် မေနာ့ မေနာ့ မေနာင် ပြုချောင်း မေနာ့ကို အားမှ မေနာ့မှုနှာ ပြုပြုသည်။ အွယ်လုပ်ခဲ့ letters. 4. Put on a recycling programs and seed that ghting The Maria Carlo and the State of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the for cans, bottles or paper local for a short time to show how small amounts add up. 5. Contest for best cartoon and the local desired

poster against littering, etc.

Resource and Reference Materials

Publications:
Your Life as a Citizen, (Ginn & Co.)
Ch. 6, pp. 133-161 & Ch. 9,
pp. 216-234

Environmental Science Center, Give
Earth a Chance Series, CESA 9
Office
Congressional Quarterly, 1970,
Man's Control of the Environment to determine his survival - or to
lay waste his planet, CESA 9 Office

### Audio-Visual:

Men at Bay, CESA 9 Office
Filmstrips:
Eye Gate House, 1970, AggradationDegradation, CESA 9 Office
Environmental Pollution...Our World
in Crisis, Ward's Natural Science
Establishment Inc., 1969, CESA 9
Office

Community:

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Representative from Sanitation Dept.

Local company representative to
tell how his company does or does
not use recycled raw materials

If local Congressman can visit class,
have him tell what he does with
letters he receives from his
constituents & what value he
places on them

Continued and Additional Suggeste

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Continued and Additional Suggested Learning Experiences

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Private ownership must be re-0 garded as a stewardship and should Discipline Area Social Stu not encroach upon or violate Subject Civics Intern T the individual right of others. Problem Orientation Cooper BEHAVIORAL OBJECTIVES SUGGESTED LEARNING EXPE Cognitive: The student will I. Student-Centered in class II. O be able to list and explain activity several ways in which a major A. Discuss U.N. organs and pollution problem, such as machinery for handling misuse of deadly insecticides, problems. is an international problem B. Discuss how uses of and demanding cooperation between pollution of resources the world's nations. can cross international would also be required to boundaries, oceans, etc. suggest how this problem C. Set up a mock U.N. might be handled through General Assembly session the use of the United Nations. using students to repre-Affective: The student will sent various countries demonstrate an appreciation 1. Problem: oil slicks of the United Nations' or use of insecticides value by listing and explainor nuclear contamination ing 3 means of enforcing its decisions which are available to the United Nations. Skills to be Learned: Knowledge of organization and operation of U. N. Use of Reader's Guide Giving good oral reports Critiqueing magazine articles

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Guide reports

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SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Discuss U.N. organs and machinery for handling problems.
  - B. Discuss how uses of and pollution of resources can cross international boundaries, oceans, etc.
  - C. Set up a mock U.N. General Assembly session using students to represent various countries
    - 1. Problem: oil slicks or use of insecticides or nuclear contamination

- II. Outside Resource and Community Activities
  - A. Library Work
    - 1. Research in Reader's Guide to Periodical Literature the effects (on water supplies)of:
      - a. oil slicks
      - b. DDT
      - c. insecticides
    - 2. Apply on worldwide scope.
    - 3. Report findings to remainder of class.
  - B. Community
    - 1. Ask any visitors or foreigners living in your community to visit class and tell about pollution in their country and what their government is doing to fight or control it.



Resource and Reference Materials

Continued and Additional

Publications:

Text - Civics for Citizens-Ch. 13, pp. 242-272. (Lippincot)

Text - Challenge for a Free People-Ch. 17, pp.574-593. (Rand McNally)

House Committee on Government

Operations: "Deficiencies in the Administration of the Federal

Insecticide, Fungicide, and Rodenticide Act."

Current editions of Reader's Guide

to Periodical Literature.

# Audio-Visual:

Films

-The Gifts

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-United Nations: Organization for

Peace BAVI #6020

### Community:

aterials Continued and Additional Suggested Learning Experiences

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BEHAVIORAL OBJECTIVES Cognitive: Given an example of a citizen's misuse of our environment, students will be able to explain in several ways how this citizen has violated the rights of his fellow townspeople. Affective: Considering a farmer who owns his land himself, the student will testify to the fact that he understands the stewardship principle by explaining several ways that the farmer violates this principle by using poor farming practices. Skills to be Learned Learn court procedures & duties through mock trial Writing an objective editorial Conduct good interviews & public opinion polls

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12. Private ownership must be

N regarded as a stewardship and

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Discipline Area Social Stud

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Civics

II.

Problem Orientation Steward

SUGGESTED LEARNING EXPER I. Student-Centered in class activity

A. Classroom

1. Discuss rights & corresponding duties of citizenship.

2. Study court procedure.

3. Set up a mock jury trial on a farmer's (or industry) diversion of stream & later polluted return community is the plaintiff. Let students take roles of judge, court officials, jury, defendant, etc.

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Grade 9 Problem Orientation Stewardship

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I. Student-Centered in class activity

A. Classroom

- 1. Discuss rights & corresponding duties of citizenship.
- 2. Study court procedure.
- 3. Set up a mock jury trial on a farmer's for industry) diversion of stream & later polluted return community is the plaintiff. Let students take roles of judge, court officials, jury, defendant, etc.
- SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities A. Out of classroom
  - 1. Do research for & then write an editorial for the school newspaper on being a good
    - citizen. 2. Read about & report on one of the DNR hearings on use of natural resources.
    - 3. Bring in a local lawyer as a guest speaker on court procedures.
    - 4. Bring in village or town or city official to tell about his ideas on good citizenship. Maybe he could tell examples of several "good citizens" & how they served community.
    - 5. Have students interview local officials on their attitueds toward stewardship of our natural resources.
    - 6. Conduct school & community public. opinion poll on (cont.)



Resource and Reference Materials

Publications:

Text - Civics for Citizens, Lipincott, Ch. 1 pp. 16-17 & Ch. 14 pp. 272-281 Text - Challenges for a Free People,

Ch. 11 pp 331-363, Rand McNally Several copies of DNR court hearings such as Klatt Creek Hearings, Box 450, Madison, Wis.

Audio-Visual: Film:

Are You a Good Citizen. Coronet

Community

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stewardship of resources.
7. Report of poll can be noted in loc the school newspaper.

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Continued and Additional Suggested Learning Experiences

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7. Report of poll can be noted in local newspaper & the school newspaper.

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	C E should not encroach upon	or violate Subject Civ	ics
	T the individual right of o	thers. Problem Orientation	Civ:
_	BEHAVIORAL OBJECTIVES	SUGGESTED LEARN	
-	Cognitive: Students, after		II. (
	a field trip throughout	activity	Co
	their community plus	A. Review history of com-	A
泊	research on leaders of the	munity and find out	11
ပုံ	past, will be able to list	what the leaders of the	В.
H	four men that have changed	past have done that has	
roject	their environment.	changed our environment.	
	Affective: Student will	B. Discuss what our com-	** * * * *
, C	write a 200 word newspaper	munity probably looked	C.
Pr	editorial on the subject:	like 100 years ago.	
	"Environment's Public	(Such as our school	
7-1	Enemy Number OneMan."	yard). Make a model	
35	Skills to be Learned	drawing of same. Bring	
13	Ability to interview	in old pictures.	
-01	people.	C. Discuss student rights and responsibilities in	
-70	Research on the past	regard to campus demon-	
[]	history of their	strations, riots, etc.	4.
59	community.	botactons, 110cs, etc.	ਾ•
	Ability to judge man's		
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ERIC Full Text Provided by ERIC

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Problem Orientation

Civil Liberties Grade

AL OBJECTIVES tudents, after throughout ty plus eaders of the able to list have changed

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- SUGGESTED LEARNING EXPERIENCES Student-Centered in class activity
  - A. Review history of community and find out what the leaders of the past have done that has changed our environment.
  - B. Discuss what our community probably looked like 100 years ago. (Such as our school yard). Make a model drawing of same. in old pictures.
  - C. Discuss student rights and responsibilities in regard to campus demonstrations, riots, etc.

- II. Outside Resource and Community Activities
  - A. Do research on some of the great builders.
  - B. Find pictures that show how our land has changed in different parts of the nation.
  - C. Field trip: Show students forests that have been started, show gravel pits, junk yards. Have students realize that what some people do in their lifetime will be around for some time.
  - 4. Interview church leaders. Have them discuss the topic, "man has the ability to manage, manipulate and change his environment.
  - 5. Have students find out from people in the area any problems that some people have created in the past, or are now in the process of doing, that cause a hardship to others. This could (cont.)



Resource and Reference Materials Publications: Challenges for a Free People, Chapter !4, "Maintaining our Civil Liberties," Lavone A. Hanna, 1964 Your Life as a Citizen, Chapter 9, "Our Civil Rights and Responsibilities," Harriet F. Smith Civil Leaders, U.S., Yale University Press Civil Liberties in America, Van Noster Reinhold, \$3.95 Organizing for Human Rights, George A. Pflaum, \$1.50 Audio-Visual:

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cials Continued and Additional Suggested Learning Experiences
II. (cont.)
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### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, you may wish format. Please feel free to adapt it and add more pages. Let us comments - negative and positive.

- I. Behavioral Objectives A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences A. In Class:
  - B. Outside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)



### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

n each episode used in your class, you may wish to duplicate this suggested el free to adapt it and add more pages. Let us know all your critiques and and positive.

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Community Activities:

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Social Studies GRADE 10

Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 1927 Main Street Green Bay, Wisconsin 54301 (414) 432-4338

Robert Warpin Robert Kellne George Howlet INSTRUCTION - CURRICULUM - ENVIRONMENT

Y PROGRAM FOR ENVIRONMENTAL EDUCATION

Social Studies GRADE 10

Title III E.S.E.A.s in CESA's 3-8-9 et consin 54301

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

## PREFACE

If you wish to excite students about their environment, help is ready. of over a hundred teachers, year long meetings, a summer workshop, unive ecologists, this guide means realistic, developed aid for you. Please n which have directed teachers in writing and editing this guide.

1. This guide is supplementary in nature and the episodes are designed --

ces -- to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your student to adapt, adopt, or use. By design, the range of suggestions is wide mentation and usage are even wider. Many episodes are self-contained others can be changed in part or developed more keenly over a few wee

possibilities allow you to explore.

Now we urge that you try the episodes and suggested learning experien plan. The reasons are simple. No guide has all the answers and no cunless viewed in the context of your classroom situation. Thus, befo give it a triple reading, check over the resources listed, make menta prime your students, and seek help. The Project personnel and teache knowledgement page stand ready to aid your efforts. Feel free to ask

4. The Project Resource Materials Center serves all CESA 3, 8, and 9 are private. We will send available materials pre-paid. Call for any he

Phone 432-4338.

5. Check often the Project ICE Bibliography in your school library for a Center materials. Please offer suggestions, comments, or advice -- at .

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratch ideas, suggestions on the episode pages or use the attached evaluation format lected in late May next year and will be used in our revisions. We si reactions and suggestions -- negative and positive. Please note that so in the episodes may refer to specific, local community resources or cocases, individual school districts and teachers will have to adopt local community resources or cocases. stitutes. A list of terms pertinent to the episodes is below.

7. Ecologists and other experts have simplified the issue--survival -- your Creation's beauty and complexity -- often noted as the work of a geniusand human energy to save. A year's work by a hundred of your fellow t

gesture. Without you, their work will crumble, and so might we all--1 let us live to think, feel, and act in harmony with our world.

1. Cognitive means a measurable mental skill, ability, or process base 2. Affective refers to student attitudes, values, and feelings. 3. APWI means Acceptable Performance Will Include (labels a cognitive

4. EPA - Environmental Problem Area



PREFACE e students about their environment, help is ready. Thanks to the efforts hers, year long meetings, a summer workshop, university consultants and means realistic, developed aid for you. Please note the following ideas achers in writing and editing this guide. ementary in nature and the episodes are designed -- at appropriate instan-xisting, logical course content. Le offers suggestions. Since you know your students best, you decide what use. By design, the range of suggestions is wide; your chances for exper-are even wider. Many episodes are self-contained, others open-ended, still ed in part or developed more keenly over a few weeks. These built-in you to explore. ou try the episodes and suggested learning experiences but please preare simple. No guide has all the answers and no curriculum will work ne context of your classroom situation. Thus, before trying an episode, eading, check over the resources listed, make mental and actual notes, and seek help. The Project personnel and teachers listed on the ackstand ready to aid your efforts. Feel free to ask their help in pre-planning. ce Materials Center serves all CESA 3, 8, and 9 area schools -- public and send available materials pre-paid. Call for any help, materials, or to 4338. oject ICE Bibliography in your school library for available Resource Please offer suggestions, comments, or advice -- at any time -- so that this Let's help each other. ith the guide by reacting to it with scratch ideas, notes, and extended episode pages or use the attached evaluation format, which will be colnext year and will be used in our revisions. We sincerely want your estions -- negative and positive. Please note that some resources listed y refer to specific, local community resources or conditions. In such school districts and teachers will have to adopt local or available subof terms pertinent to the episodes is below. ler experts have simplified the issue--survival--yours, mine, our students, and complexity--often noted as the work of a genius--will take our genius o save. A year's work by a hundred of your fellow teachers is a saving you, their work will crumble, and so might we all--literally. Instead,

nk, feel, and act in harmony with our world.

nt-1001em Area

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a measurable mental skill, ability, or process based on factual data.
s to student attitudes, values, and feelings.
ptable Performance Will Include (labels a cognitive or mental performance.)

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plant photosynthesis into a form all  $\mathbf{E}$ P living things can use for life pro-BEHAVIORAL OBJECTIVES Cognitive: Given the culture and attitudes of the people during the time of Stonehenge, the student must be able to recognize their dependence on the sun in relationship to time by making a model of their ways of life and list two important ways affecting their life style. Affective: The student will take perspective of the importance of the sun in the seminomadic people for their survival and offer suggestions. Skills to be Learned Research Skills in making models Skills in making slides from magazines Skills in making trans-

parencies

C

1. Energy from the sun, the basic source

N of all energy, is converted through Soc: Discipline Area Wor. Subject Problem Orientation Ene: cesses SUGGESTED LEARNING E Student-Centered in class II. activity 1. View movie/film Make a map of England & designate the location of Stonehenge. 3. Make a model of Stonehenge 4. Make transparencies of Stonehenge. 5. Student will write suggestions for developing a greater awareness of sun for his own survival.

sun, the basic source

Social Studies Discipline Area \_ onverted through World History (Stonehenge) Subject s into a form all Grade 10 Problem Orientation Energy se for life processes SUGGESTED LEARNING EXPERIENCES TIVES Student-Centered in class

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activity 1.View movie/film 2. Make a map of England &

designate the location of Stonehenge.

3. Make a model of Stonehenge

4. Make transparencies of Stonehenge.

5. Student will write suggestions for developing a greater awareness of sun for his own survival.

Outside Resource and II. Community Activities

 Go to museum - view tools and artifacts of seminomadic people.

2. Go to public library. Select Life magazines & National Geographic magazines and take slides of their pictures.

Resource and Reference Materials

Continued and Additional Suggested Lear

Publications: History text

National Geographic magazine; Vol. 117, No. 6; June 1960, pp. 846-866.

Stonehenge Decoded; by Gerald
S. Hawkin, Doubleday & Co., Inc.
Gordon City, N. Y. 1965.

Audio-Visual: Film #2918 - Stonehenge, BAVI

Community: Museum

Public library

Continued and Additional Suggested Learning Experiences

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C 2. All living organisms interact among N themselves and their environment, Discipline Area Social S Subject Ε forming an intricate unit called an Ρ Problem Orientation Appr ecosystem. SUGGESTED LEARNING EX BEHAVIORAL OBJECTIVES Fa Student-Centered in class Cognitive: After developing man's relationship to nature activity according to Taoism, the A. Class student will graphically l. Have students read in illustrate in 3 different class Oriental prose & ways the relationship of poetry, nature orientated man to nature. and make comments. Affective: The student will 2. In 3 dimension, the reflect upon man's relationstudents will give their ship to nature according to feelings towards nature. Taoism & submit his recommen-Compare an Oriental dations for developing a person's attitude towards greater appreciation of nature to an American's. nature. 4. Make nature collages reflecting the relation-Skills to be Learned whship of man to nature. Prepare & execute a public 5. Construct poll. opionion poll Making effective charts & transparencies Analyze one's attitudes towards nature accurately

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# organisms interact among

d their environment,

Discipline Area Social Studies

tricate unit called an

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World History

Nature

Problem Orientation Appreciation Grade 10

OBJECTIVES er developing hip to nature cism, the aphically different onship of

student will n's relationaccording to his recommeneloping a ation of

arned ute a public

ve charts & attitudes e accurately

SUGGESTED LEARNING EXPERIENCES Paragraph Student-Centered in class activity

A. Class

- 1. Have students read in class Oriental prose & poetry, nature orientated and make comments.
- 2. In 3 dimension, the students will give their feelings towards nature.
- 3. Compare an Oriental person's attitude towards nature to an American's.
- 4. Make nature collages reflecting the relationwhship of man to nature.
- Construct poll.

- II. Outside Resource and Community Activities
  - A. Outside activities 1. Go to a museum & view Asian artifacts
    - related to nature. 2. Conduct a house to house opinion poll on aptitudes within your community on the relationship between man & nature.
    - 3. Publish results in High School newspaper.
    - 4. Write article for High School newspaper or local newspaper.



Resource and Reference Materials

Continued and Additional Sugge

### Publications:

Books:

Tradition & Changes in Four Societies, pp. 336-341, Richard Ford Love & Hate in China, Hans Konningberger China's Cultural Tradition, Dirk Bodde The Asians, Paul T. Welty The Vedas, Asian scriptures

Audio-Visual:
Play Criental music
Show slides & pictures of
Oriental daily life

Community:
Museum
Use of newspaper

rence Materials

Continued and Additional Suggested Learning Experiences

es in Four 36-341,

ina, Hans

Tradition,

T. Welty s**cri**ptures

c ures of fe



0 on the numbers of organisms living within their influence, thus, each P environment has a carrying capacity. BEHAVIORAL OBJECTIVES After investi-Cognilive: gating the population. problem in the Middle East, the student will graph ropulation growth of Middle East countries & cities, noting birth & death rates. A report will be written on the problems discovered by the proulation explosion, illustrating the carrying capacity. Affective: As the learner becomes aware of over population in a definite area, he will have an opportunity to investigate the situation ont only objectively but, also by visiting people concerned. He can then make ethical recommendations to control these problems. Skills to be Learned Listing of observations Researching materials Graphing charts Making transparencies & collages Effective bulletin board

displays

3. Environmental factors are limiting

Discipline Area Social S

Subject

World Hi

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Problem Orientation Capa

SUGGESTED LEARNING EX I. Student-Centered in class activity

A. Classroom

Read assigned material.

- 2. Graph the pop lation of the main cities in the Middle East.
- Students will make transparencies on the birth & death rates of these countries.
- 4. Make a collage, demonstrating the causes of population explosion.
- 5. Bulletin board display on population explosion.
- 6. Make 2 charts:
  - a. One to indicate the increase of population in Middle East.
  - b. One to indicate the production of food in the Middle East.

#### l factors are limiting

of organisms livi<u>ng</u>

Discipline Area Social Studies

<u>fluence, thus, each</u>

a carrying capacity.

Subject

World History

Problem Orientation Capacity

Carrying

Grade

BJECTIVES investition . ddle East, graph of Middle cities, ath rates. written iscovered explosion, carrying

e learner over efinite e an vestigate only also by oncerned. ethical o control

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in board

I. Student-Centered in class activity

A. Classroom

- 1. Read assigned material.
  - 2. Graph the population of the main cities in the Middle East.
  - Students will make transparencies on the birth & death rates of these countries.
  - 4. Make a collage, demonstrating the causes of population explosion.
  - 5. Bulletin board display on population explosion.
  - 6. Make 2 charts:
    - a. One to indicate the increase of population in Middle East.
    - b. One to indicate the production of food in the Middle East.

SUGGESTED LEARNING EXPERIENCES II. Outside Resource and Community Activities

A. Library

- 1. Get the figures on birth & death rates in Middle East countries.
- 2. Find out the population growth of your community in the last 50 years.
- 3. Find out birth & death rate of the U.S.
- 4. Compare these figures with those of the Middle East & include on the final chart.



Resource and Reference Materials

Continued and Additional Suggested Lear

Publications:

The Middle East, T. G. Kavunedus,
Cambridge Book Co., Inc., Chapter
1 & 9

The Middle East and North Africa, Kemal Karpart, Chapter 6 Harcourt, Brace & World, Inc. Southwest Asia and North Africa, Allen & Howland, Chapter 5, Prentice-Hall, Inc.

Audio-Visual: Filmstrips:

India, New York Times Series China, New York Times Series Scuth Fast Asian Conflict, New York Times Series

Community: Speakers:

Parenthood Committee Medical Doctor Religion Instructor rials Continued and Additional Suggested Learning Experiences
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 $\mathbf{E}$ P  $\mathbf{T}$ BEHAVIORAL OBJECTIVES Cognitive: Given essential information of the Middle East, the student will draw a map of the Middle East, locating 14 waterways, 6 mountain ranges, 4 fertile lands, 5 deserts & locate the population living in this area of the world identifying that fresh water is essential for life. The student will Affactive: appreciate the value of pure water & how essential pure water is for different life styles by discovering our dependence upon water & proposing solutions to the students to prevent the waste of pure water. Skills to be Learned Draw maps Identify mountains, waterways etc. Analyze material on map Draw conclusions & apply to local situations

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4. An adequate supply of pure

N water is essential for life.

Discipline Ar∈ Soc

Subject Wor

Problem Orientation

SUGGESTED LEARNI
I. Student-Centered in class
activity

A. Class activity

1. Locate maps of Middle East in Atlas.

2. Read from assigned material on geography of Middle East.

3. Draw map freehanded and locate:

a. 14 waterways

b. 6 mountain ranges

c. 4 fertile land areas

d. 5 deserts

e. Population living in

area

4. Watch the movie, The Gifts & then discuss.

5. Write down observation on topic: Pure Water Is Essential For Life & solutions to prevent th waste of pure water.

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uate supply of pure ssential for life. DRAL OBJECTIVES Given essential of the Middle tudent will draw Middle East, waterways, 6 hges, 4 fertile erts & locate ion living in the world that fresh sential for life. The student will the value of pure essential pure r different life iscovering our up**on water &** clutions to the prevent the re water. e Learned ountains, waterways terial on map usions & apply to

Discipline Area Social Studies

Subject

World History Water.

Problem Orientation Resources

Grade 10

#### SUGGESTED LEARNING EXPERIENCES

- I. Student-Centered in class activity
  - A. Class activity
    - 1. Locate maps of Middle East in Atlas.
    - 2. Read from assigned material on geography of Middle East.
    - 3. Draw map freehanded and locate:
      - a. 14 waterways
      - b. 6 mountain ranges

      - c. 4 fertile land areas d. 5 deserts e. Population living in
    - 4. Watch the movie, The Gifts & then discuss.
    - 5. Write down observations on topic: Pure Water Is Essential For Life & solutions to prevent the waste of pure water.

- II. Outside Resource and Community Activities
  - A. Outside activity
    - Turn off water supply at home for 4 hours & write down observation & experiences.
    - 2. Restrain from using water for 4 hours & write down observation & experiences.
    - 3. Poll industries in community to discover the multiple uses of water.

uations

# Resource and Reference Materials Publications:

#### Continued and Additional Sug

The Middle East, T. C. Kauneds,
Cambridge Book Co, Chapter 1
The Middle East & North Africa,
Kernal Karpot, Harcourt-Brace
& World, Chapter 1
The Near East in History, Philip
Hith, Van Wostrand Co.

#### Audio-Visual:

Movie: The Gifts, I-C-E RMC Bulletin board on pure water

#### Community:

Local chemist teacher to speak to class Water Department representative to speak to class Sewer Department representative to speak to class

uneds, er l frica, Brace

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Continued and Additional Suggested Learning Experiences

5. An adequate supply of clean air is Discipline Area 🗓 essential because most organisms depend on oxygen, through respiration, Subject E P Problem Orientation T to release the energy in their food. SUGGESTED LEARN BEHAVIORAL OBJECTIVES Student-Centered in class Cognitive: After the class analyzes the effects of unactivity 1. Draw a picture of the clean air in the Dead Sea Dead Sea area noting its area and similar local areas, the student will topography. 2. Construct a model of an be able to list reasons for ecosystem. the conditions of life 3. Read in references conthere. cerning materials The student Affective: 4. Simulation game: SMOG will become aware of the 5. Make slides from National community's unlivable & Geographic magazines & livable areas & causing conditions by visiting Life magazines. 6. Case study of air pol-& investigating productive & non-productive areas. He will be able lution in community. to establish possible

solutions to make unlivable areas livable.

Skills to be Learned

Research

area

Observations

Locate reference materials

Draw a picture of Dead Sea

Take pictures & make slides

Construct an ecosystem

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f clean air is

organisms

S

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or

als

Sea

ides

Discipline Area

Social Studies

gh respiration,

Subject

World History

n their food.

Problem Orientation \_Air Pollution Grade \_ 10

Student-Centered in class activity

- 1. Draw a picture of the Dead Sea area noting its topography.
- 2. Construct a model of an ecosystem.
- 3. Read in references concerning materials
- 4. Simulation game: SMOG
- 5. Make slides from National Geographic magazines & Life magazines.
- 6. Case study of air pollution in community.

- SUGGESTED LEARNING EXPERIENCES Outside Resource and II. Community Activities
  - 1. Ride in community & notice Dead Sea conditions in local industrial areas.
  - 2. Observe days & conditions when inversions occur in community.
  - 3. Visit iron mines & quarries & note their effect on environment.
  - 4. Visit local pond or lake and note their effects on environment.

Resource and Reference Materials Publications:

Continued and Additional Sugge

Reference material in library
National Geographic magazines
Life magazines

Audio-Visual:
Bulletin board display
Simulation game: SMOG
I-C-E RMC
Case study - slides of area

Community:

Contact geography professor from university or college Have a professor from university speak to class Have a scripture scholar & local minister speak about Dead Sea area Continued and Additional Suggested Learning Experiences

C 6. Natural resources are not equally Discipline Area N distributed over the earth or over E time and greatly affect the geographic Subject Problem Orientation T conditions and quality of life. SUGGESTED LEARNI BEHAVIORAL OBJECTIVES Student-Centered in class Given influen-Cognitive: I. tial factors which affected activity geographic conditions and 1. Draw map of England & life style in England, the locate natural resources. student will write a report 2, Show movie. concerning the relationship 3. List reasons why Indusbetween natural resources trial Revolution had geneand social economic condisis in England. 4. Show filmstrip tions. By participating 5. Divide class in several Affective: in a case study which involgroups. Divide England in ves taking interest in variseveral sections & each group

Skills to be Learned

ous community occupations and life styles, the stu-

dent will develop a greater

awareness & respect for dif-

ferent occupations, careers

and life styles within his

Research Mapmaking Composition

community.

Case study - take pictures or slides & organize them Oral reporting

will write a paper descri-

bing the natural resources,

social and economic condi-

section. Oral reports will

be given to entire class.

tions in that particular

are not equally

Discipline Area earth or over Subject ct the geographic Natural y of life. Problem Orientation SUGGESTED LEARNING EXPERIENCES VES Student-Centered in class II. iencted activity nd 1. Draw map of England & locate natural resources. the eport 2. Show movie. ıship 3. List reasons why Induses trial Revolution had gene-1d1sis in England. 4. Show filmstrip pating 5. Divide class in several involgroups. Divide England in vari... several sections & each group ons will write a paper descritubing the natural resources, eater social and economic condir diftions in that particular reers section. Oral reports will his be given to entire class. tures hem

Social Studies World History

Resources

Grade 10

- Outside Resource and Community Activities
  - 1. Do a case study of local community depicting the natural resources, social conditions, and economic conditions.
  - 2. Look into the history of community & list the industries that developed there. a. Poll elders of community for their comment if written history is not available.

Resource and Reference Materials

Continued and Additional Suggest

Publications:

history text - Industrial Revolution Viewpoints in World History - Bernard Feder.

Shaping of Western Society by Edwin Fenton, Holt Social Studies Curriculum.

#### Audio-Visual:

Movies:

Industrial Revolution, 11 min.

BAVI, 1968

Industrial Revolution in England,

25 min., BAVI, 1968

Filmstrip:

Industrial Revolution, New York
Times Series, 1968

### Community:

speaker from local industry Chamber of Commerce representative F.F.A. representative

Continued and Additional Suggested Learning Experiences ls ution eries

C 7. Factors such as facilitating transportation, N economic conditions, population growth, Discipline Area Soci E and increased leisure time have a great Subject T influence on changes in land use and centers of population density. BEHAVIORAL OBJECTIVES Cognitive: After class ir vestigation of medieval & modern transportation, economic condtions, population & leisure time, the student will be able to write influential factors contributing toward the different attitudes concerning land use. Affective: The student will display an appreciation respect for different value systems concerning land use through a role playing experience, defending land use concepts of which he is in disagreement. Skills to be Learned Make slides Make cransparencies Construct & tabulate poll Construct mass media program

Role playing Public relations

SUGGESTED LEARNI I. Student-Centered in class activity

A. Classroom

1. Make a transparency or a slide of the major cities & educational universities in Europe.

Problem Orientation

- 2. Show movies & discuss the major concepts of movie.
- 3. Have student tape music for slides & produce mor mass media program.

4. Simulation game.

- 5. Role playing Areas of concentration:
  - a. Farmer
  - b. Worker in industry
  - c. Professional
  - d. Big businesses



acilitating transportation,

populat	ion growth, Discipline Area Socia	al Studies		
e time h	ave a great Subject World	listory		
in land use and Problem Orientation Land Use Grade 10				
on density.  SUGGESTED LEARNING EXPERIENCES				
IVES				
ss eval &	I. Student Centered in class activity	II. Outside Resource and Community Activities		
,	A. Classroom	A. Outside classroom		
pula-	1. Make a transparency or 1. Poll community for			
the	a slide of the major attitudes towards t			
50	cities & educational of land:			
tors	universities in Europe. a. Leisure-recreation			
ne i	2. Show movies & discuss b. Commercial-industry			
	the major concepts of	c. Residential		
	movie.	d. Agricultural		
nt will	3. Have student tape music	2. Publish poll in high		
on	for slides & produce more	school paper.		
value	mass media program.	3. Write articles in local paper concerning		
nd use	4. Simulation game.	local paper concerning		
g	5. Role playing - Areas or	The resultand use.		
land	concentration:	The second section of the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second seco		
he is	a. Farmer	1		
	b. Worker in industry			
	c. Professional			
	d. Big businesses			
3 1				
pol1				
program				

Continued and Additional Sugg Resource and Reference Materials

Publications:

Text on medieval Europe & the beginning of the Renaissance Viewpoint in World History, Bernard Feder

Audio-Visual:

Movies:

The Med

, #1386, 10 min.,

\$2.25,

Medieval ...... Guilds & Trades, #1357, 14 min. \$5.00, BAVI, 1968

Filmstrip:

Renaissance Art, etc. AVU Art Films Simulation Game - Railroad Game
American Ed. P lications

Community:

Speaker from local Chamber of Commerce Speaker from local transportation transit Local ranger

Continued and Additional Suggested Learning Experiences erials he ce , 10 min., Committee and the committee of the committee of Art Films Game to as the shirt of older . - anotiferations rtation

C 8. Cultural, economic, social, and N political factors determine status Soc Discipline Area E of man's values and attitudes Subject Wor Problem Orientation T toward his environment. SUGGESTED LEARNING E BEHAVIORAL OBJECTIVES Cognitive: Given the in-Student-Centered in class II. I. fluence of Islam's religious activity beliefs upon man's life style, 1. Read the assigned materials the student will list the on the Islam religion. Islam religious beliefs that 2. View the filmstrip on the effect cultural, economic, Islam religion. & discuss. social, and political factors 3. List the religious beliefs or man's environment. of the Islamic religion that To gain a better effect the cultural, economic, Affective: appreciation of the influence social, and political factors of religion on mans values of man's values & attitudes and attitudes, the student towards his environment. will investigate 10 religi-4. List the Seven Pillars of ous and 10 non-religious Islam & how they effect the people to discover the environmant effects of religion on man's values and attitudes towards his environment. He will then propose solutions for attainment of greater values. Skills to be Learned Research and investigation Interviewing a person Reporting to class Drawing conclusions & making generalizations

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social, and Social Studies Discipline Area rmine status World History Subject titudes Problem Orientation Attitudes Grade SUGGESTED LEARNING EXPERIENCES ES Outside Resource and II. I. Student-Centered in class ious Community Activities activity 1. Go to public library or style, 1. Read the assigned materials е museum and have students find on the Islam religion. that materials on Islam religion. 2. View the filmstrip on the 2. Interview and discuss the c, Islam religion. & discuss. ctors Islam religion with the local List the religious beliefs minister and priest. of the Islamic religion that tter Report to class. effect the cultural, economic, uence social, and political factors Interview 10 religious & es of man's values & attitudes \_ non-religious people connt cerning the effects of relitowards his environment. gigion on man's values & atti-4. List the Seven Pillars of tudes towards his environment. Islam & how they effect the environment. es He ons r icn akihg

Resource and Reference Materials C

Continued and Additional Suggested

Publications:

The Middle East by T. G. Kananends
Cambridge Book Co., Ch. 3
The Middle East & Moslem Society
by Ethel E. Ewing, Rand McNally &
Co., pp. 271-287.
The Middle East & North Africa by
Kemal Karpot, Harcourt, Brace.,
Ch. II.

Southwest Asis & North Africa; Allen & Howland. Prentice-Hall, pp. 33-41

Audio-Visual:
Filmstrip - Islam - "Great
Religions of the World."
bulletin board display

scripture scholar speak to class minister priest leader of other faiths

Continued and Additional Suggested Learning Experiences

adds

Allen
33-41

9. Man has the ability to manage, Discipline Area manipulate, and change his Subject environment. Problem Orientation SUGGESTED LEARNIN BEHAVIORAL OBJECTIVES I. Student-Centered in class Cognitive: After the class analyzes the complexity of activity causing effects of the A. Classroom Russian Revelution, the 1. Land ownership is very important to political learner will be able to stability & development. take a stand through role Students should research playing concerning man's the problems that Imperial ability to manage, mani-Russia had in controlling, pulate & change his mint beging & producing environment. preciate & a livelihood from their Affective. respect man's talents & land. ability, & realizing his 2. A panel should research means to manage, manipulate the problem of how the & change his environment, Revolution changed attitud toward and use & develop the learner will contact ment. Divide the class int community people involved in new programs in order role playing classes: to investigate their plans a. Tsar & the aristocracy for the future. b. The clergy c. The reasants d. The workers in the citi Skills to be Learned e. The Polshevicks Research How did each class make us Role playing Panel discussion of the land? What were poi of co: Clict? What were the Making charts prevailing attitudes? Interviewing 3. Final discussion. Do you

Soc:

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believe personally that th 1917 Revolution illustrate the concept that man (con

ty to manage, Social Studies Discipline Area ge his World History Subject Problem Orientation Land Use Grade 10 SUGGESTED LEARNING EXPERIENCES VES I. Student-Centered in class II. Outside Resource and lass activity of Community Activities A. Classroom 1. Land ownership is very important to political stability & development. le Students should research S the problems that Imperial Russia had in controlling, administering & producing a livelihood from their ite & land. ĹS 2. A panel should research ılate the problem of how the Revolution changed attitudes nt, towards land use & developet ment. Divide the class into red role playing classes: er lans a. Tsar & the aristocracy b. The clergy c. The peasants d. The workers in the cities e. The Bolshevicks How did each class make use of the land? What were points of conflict? What were their prevailing attitudes? 3. Final discussion. Do you believe personally that the 1917 Revolution illustrates

the concept that man (cont.)

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Resource and Reference Materials

Publications:

A History of Russia, revised
edition, John Lawrence
The Russian Revolution, M. Sukhanov
History texts

#### Audio-Visual:

Filmstrip:

Russian Revolution: New York
Times Series, 1968
Bulletin board display demonstrating
land use in Russia

Community:

Ask professor from University to speak to class
Ask mayor of city to speak to class on future developments within community

Continued and Additional Sugges

I. (cont.)

has the ability to manage environment?

4. Each role player should da faction description of i with emphasis on land, resuse of the same. Each fact charts showing land use, i & other pertinent informations.

5. As a follow-up at the end research activity can be of present USSR regime has ca use of modern day Russia. Continued and Additional Suggested Learning Experiences

I. (cont.)

has the ability to manage & change his

environment?

4. Each role player should develop through its chairman, a faction description of its major values & beliefs with emphasis on land, resources & political, economic use of the same. Each faction must also bring & make charts showing land use, intensity, land use conflicts & other pertinent information.

5. As a follow-up at the end of the unit, a similar research activity can be developed to see how the present USSR regime has carried & perfected the land

use of modern day Russia.

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	0 N produce long-term environm	mental Discipline Area Social
	C E losses.	Subject World H
	P T	Problem Orientation Cor
1		SUGGESTED LEARNING
†	BEHAVIORAL OBJECTIVES	1 7 2 - C C C T T
1	Cognitive: Given the	T. Prince reg in order
	information concerning	activity
Ì	"new imperialism" the stu-	A. Bulletin board display
듸	dent will be able to iden-	in classroom projecting
빙	tify areas of value con-	the problem concerning
1	flicts by listing the pri-	the effects of imperial-
H	vate interest and unstated	ism.
ct	assumption that motivate	B. Simulation game: role
ō	people to develop con-	playing.
0	struction projects.	C. Movies
Proje	Affective: The learner	1. discussion
•	will be motivated to	D. Divide class into groups.
딖		Each group discuss "new
Ŋ	I was a surface to the same and sand	imperialism" and list
m	to a great in aware-	causes for "new imperial-
0	ness of long term environ-	ism."
9	mental losses that pro-	E. Write a paragraph on the
_70-01	duces economic gains	good and bad effects of
59-	within the community.	imperialism in relation-
ΓC		ship to short term eco-
1	Skills to be Learned	nomic gains and long
1-	Dellatin board displays	term environmental
H	Techniques in role	losses.
410	Developing and making	
4-	a case study	
E	Techniques in observing	
Ā	Skill in public	
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Subject World History

Value

Problem Orientation Conflict Grade 10

I. Student-Centered in class activity

- A. Bulletin board display in classroom projecting the problem concerning the effects of imperialism.
- B. Simulation game: role playing.
- C. Moviesl. discussion
- D. Divide class into groups.
  Each group discuss "new imperialism" and list causes for "new imperialism."
- E. Write a paragraph on the good and bad effects of imperialism in relationship to short term economic gains and long term environmental losses.

- SUGGESTED LEARNING EXPERIENCES
  red in class | II. Outside Resource and
  Community Activities
  - A. Case study of community construction projects.
  - B. List the long-term environmental losses within your community produced by short-term gain.
  - C. Field trip to observe the landscape of community, especially industrial grounds or areas.

Continued and Additional Sugges Resource and Reference Materials

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Publications: New Dimensions of World History, Frank Alweis, p.p. 488-502 Viewpoints in World History, Bernard Feder, p.p. 251-263

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Audio-Visual: Films Industrialization in Japan, Free Rou (Milw.)

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Imperialism and European Expansion, #4952, \$3.00, 14 minutes, BAVI, 1968

Simulation Crisis: Congo, International Relations, WGBH Educational Foundation, 125 Western Ave., Boston, Mass. 02134

#### Community:

Local architect Real estate broker Forest ranger Game warden

# Continued and Additional Suggested Learning Experiences

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O or compounded, produce significant Discipline Area S
C environm cal alterations over time. Subject W
P Problem Orientation

#### BEHAVIORAL OBJECTIVES

Cognitive: Given the technological advances necessary for the war and the import it had on the environment, the student will write a paper concerning the relationship of technological advances applied to warfare and the corresponding import it had on the environment. Afrective: To further the student's realization of factors envalued in environmental alteration, the student will draw up a possible plan to develop an air field in the community. The learner will consider the advantages, disadvantages, and risks involved.

## Skills to be Learned

Research
Skills in making effective
bulletin board displays
Observations to be made on
field trips
Construct model or blue
print of area for air field

I. Student-Centered in class Activity

SUGGESTED LEARNI

- A. Research the development of various weapons that appeared in World War I, World War II, Korea, Vietnam.
  - 1. Discuss what types and kinds of weapons make alterations in the environment.
- B. Find pictures that show visible effects of warfare on environment.
- C. Formulate a chronological picture development of weapons used and a corresponding picture of results produced.
- D. Make a collage displaying the effect that warfare has on the environment.
- E. Simulation games.

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ns over time.

Subject

Conflict

World History

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Problem Orientation

Conflict

#### SUGGESTED LEARNING EXPERIENCE

- I. Student-Centered in class Activity
  - A. Research the development of various weapons that appeared in World War I, World War II, Korea, Vietnam.
    - 1. Discuss what types and kinds of weapons make alterations in the environment.
  - B. Find pictures that show visible effects of warfare on environment.
  - C. Formulate a chronological picture development of weapons used and a corresponding picture of results produced.
  - D. Make a collage displaying the effect that warfare has on the environment.
  - E. Simulation games.

- II. Outside Resource and Community Activities
  - A. Take a tour or iron wines and quarries where dynamite is used.
    - 1. List observations.
  - E. Observe road construction where dynamite is used.
  - 1. Make observations.
  - C. Make a map of the area where you plan to develop an air field in your community.
    - Go to area and make observations,
      - e. advantages
      - b. disadvantages

Publications: History Text American Heritage books of World War I and World War II was a superior Viewpoints in World History Bernard Feder Anna Spicific cerulation whening hi nort so such a scott ch T 534 . the secondary band there is a flavor ma far kasand jeredan nied agree things to be a first and the second of the second Audio-Visual Bulletin board display Collage Simulation game; Battle of the Bulge \$5.98. Avalon Hill Co. 4517 Harford Road Baltimore, Md. 21214 Government Films U.S. Office of Education Community:

Resource and Reference Materials

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2000 representatives speak to class

Proceeding representatives

Speak to class

Continued and Additiona

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Continued and Additional Suggested Learning Experiences War I CONET DE CENT BOT and have the activity of ANGESTA CUPTER the state as the seem with a suit The work of the state of the state of lander er et nettembliche blive ger ညှာစည်းကိုက်တွင်းများသည်။ မြေသည် need skylige politicals for his beau TO SEE THE RESERVE OF A ykayat Jakodonggardsi sakid en Gorges - The end of a enegacian policies (%) decl and reserving the least decide ender ihre enderalteransers. St. St. to nertaritado El Tesnic where the books and subjects The subject Lines end (include collis) Level errices Throntonia view hid s the esse lile isocals onores a particulation! ne oreves as made suffered Coin many of distribution and 各种。1682年16日本中的1982年18日 MAN TO A COMPANY OF THE STREET 语言语言理论证的第三语

ass atives C 12. Private ownership must be N regarded as a stewardship and E should not encroach upon or violate T the individual right of others. BEHAVIORAL OBJECTIVES After investi-Cognitive: gating the oil producing countries of the Middle East, the student will make a graph illustrating the per capita income of each country as compared to the total wealth oil produces in each country & be able to discuss results in the class. Affective: As the student makes the investigation concerning Middle East oil producing income per capita & individual income there, he will take note of possible reasons for low individual income in oil rich countries & recommend solutions to uphold individual rights. Skills to be Learned Making charts & graphs Map making Research & investigation Interviews

Discipline Area Sod

Subject

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Problem Orientation

SUGGESTED LEARN I. Student-Centered in class

activity

A. Classroom 1. Read assigned material on oil in Middle East.

2. Map the area (freehand where oil is located in the countries of the Middle East.

3. Chart the countries as to the amount of oil produced in each country; amount of mone received by each countr the owners of the oil wells & the per capita income for each person. Make an explicit graph.

4. Compare these results and make a statement as to the effect of oil income on the individua in each country.

5. Show filmstrip, Southw Asia and discuss.

6. Discussion on concerni results of graphs & cha

7. How movie, Middle East and then discuss.

Discipline Area Social Studies Subject World History n or violate Grade 10 Problem Orientation Resources others. SUGGESTED LEARNING EXPERIENCES II. Outside Resource and I. Student-Centered in class activity Community Activities A. Outside of classroom A. Classroom 1. Find out where 1. Read assigned material on oil in Middle East. American oil companies 2. Map the area (freehand) get their oil from & where oil is located in the royalties they the countries of the pay. 2. Interview local oil Middle East. 3. Chart the countries as distributor to find to the amount of oil out what their concern produced in each does to help the country; amount of money individual. received by each country; 3: Find out what other ta the owners of the oil stewardship programs wells & the per capita they have. ible income for each person. 4. Use the library & Make an explicit graph. research for more ies 4. Compare these results information on the and make a statement as conditions of people to the effect of oil in the Middle East income on the individuals oil countries. in each country. 5. Show filmstrip, Southwest Asia and discuss. 6. Discussion on concerning results of graphs & charts. 7. How movie, Middle East and then discuss. 7 326

Continued and Additional Sugg Resource and Reference Materials Publications: The Middle East, T. G. Kavanedus, Cambridge Book Co., Inc., Ch. 9 The Middle East & North Africa, Kemal Karpat, Harcourt, World & Brace, Inc., Ch. 6 Southwest Asia & Worth Africa, Allen & howland, Prentice-Hall, Inc. Ch. 5 The Middle East & Moslem Society, Ethel E. Ewing, Rand McNally Co., pg. 289-311 i (Boli strugerra), i i i egist LIOTES DE L'ARTY LE LOI as a discourse and arresto is Audio-Visual: usido ha Himana edi ad Filmstrips: ondersa interest Southwest Asia aspent to enounce of times Middle East Crises becoming the second of the property New York Times Series, 1968 apagana atang Bulletin board 建性 经超过分数据的人员的 Movie: Middle East, 14 min: \$3.00, #3265, BAVI, 1968 infoliation of the term bilder of the e gardoramicas Dia . . . Community: Resource person from oil firm in community Transfer al elicimie, michie Tasur di gusta

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#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as need

In commenting on each episode used in your class, you may we format. Please feel free to adapt it and add more pages. Let comments - negative and positive.

- I. Behavioral Objectives A. Cognitive:
  - B. Affective:
- II. Skills Developed
- III. Suggested Learning Experiences
   A. In Class:
  - B. Outside & Community Activities:
  - IV. Suggested Resource & Reference Materials (specific suggestions & comments)





#### PROJECT I-C-E

Episode Evaluation Form (Reproduce or duplicate as needed)

ode used in your class, you may wish to duplicate this suggested adapt it and add more pages. Let us know all your critiques and ive.

ciences

Activities:

Terence Materials comments)



CURRICULUM - ENVIRONME Project I - C - E ED055917 A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION **GRADE** DISCIPLINE AREA Social Studies Produced under Title III E.S.E.A. PROJECT I-C-E Serving Schools in CESA's 3-8-9 Robert Wa 1927 Main Street Green Bay, Wisconsin (414) 432-4338 Robert Ke George Ho

## INSTRUCTION - CURRICULUM - ENVIRONMENT

ENVIRONMENTAL EDUCATION

tudles GRADE <u>1</u>1

S.E.A.

3-8-9

Robert Warpinski, Director Robert Kellner, Asst. Director George Howlett, EE Specialist

#### PREFACE

If you wish to excite students about their environment, help i of over a hundred teachers, year long meetings, a summer worksho ecologists, this guide means realistic, developed aid for you. which have directed teachers in writing and editing this guide.

This guide is supplementary in nature and the episodes are deces-to plug into existing, logical course content.

2. Each page or episode offers suggestions. Since you know your to adapt, adopt, or use. By design, the range of suggestions mentation and usage are even wider. Many episodes are self-or the suggestion and usage are even wider. others can be changed in part or developed more keenly over a

possibilities allow you to explore.

3. Now we urge that you try the episodes and suggested learn ag The reasons are simple. No guide has all the answers unless viewed in the context of your classroom situation. The give it a triple reading, check over the resources listed, maprime your students, and seek help. The Project personnel ar knowledgement page stand ready to aid your efforts. Feel fre

4. The Project Resource Materials Center serves all CESA 3, 8, a private. We will send available materials pre-paid. Call fo

Phone 432-4338.

5. Check often the Project ICE Bibliography in your school libra Center materials. Please offer suggestions, comments, or adv

service may grow. Let's help each other.

6. Involve yourself with the guide by reacting to it with scratc suggestions on the episode pages or use the attached evaluati lected in late May next year and will be used in our revision reactions and suggestions -- negative and positive. Please not in the episodes may refer to specific, local community resour cases, individual school districts and teachers will have to stitutes. A list of terms pertinent to the episodes is below

7. Ecologists and other experts have simplified the issue-survi Creation's beauty and complexity--often noted as the work of and human energy to save. A year's work by a hundred of your gesture. Without you, their work will crumble, and so might let us live to think, feel, and act in harmony with our world

3. APWI means Acceptable Performance Will Include (labels a c

4. EPA - Environmental Problem Area

<sup>1.</sup> Cognitive means a measurable mental skill, ability, or pro 2. Affective refers to student attitudes, values, and feeling

**PREFACE** Thanks to the efforts nts about their environment, help is ready. ear long meetings, a summer workshop, university consultants and realistic, developed aid for you. Please note the following ideas in writing and editing this guide. y in nature and the episodes are designed -- at appropriate instan-, logical course content. s suggestions. Since you know your students best, you decide what By design, the range of suggestions is wide; your chances for experen wider. Many episodes are self-contained, others open-ended, still art or developed more keenly over a few weeks. These built-in explore. he episodes and suggested learning experiences : t please preple. No guide has all the answers and no curriculum will work xt of your classroom situation. Thus, before trying an episode, check over the resources listed, make mental and actual notes, eek help. The Project personnel and teachers listed on the ackeady to aid your efforts. Feel free to ask their help in pre-planning. ials Center serves all CESA 3, 8, and 9 area schools -- public and ilable materials pre-paid. Call for any help, materials, or to E Bibliography in your school library for available Resource offer suggestions, comments, or advice -- at any time -- so that this elp each other. guide by reacting to it with scratch ideas, notes, and extended pages or use the attached evaluation format, which will be colar and will be used in our revisions. We sincerely want your -negative and positive. Please note that some resources listed to specific, local community resources or conditions. In such istricts and teachers will have to adopt local or available subpertinent to the episodes is below. ts have simplified the issue--survival--yours, mine, our students, lexity--often noted as the work of a genius--will take our genius A year's work by a hundred of your fellow teachers is a saving ir work will crumble, and so might we all--literally.

rable mental skill, ability, or process based on factual data. dent attitudes, values, and feelings.

erformance Will Include (labels a cognitive or mental performance.)

Editorial Board

, and act in harmony with our world.

330

bl orea ERIC ACKNOWLEDGEMENTS: The following teachers and consultants participated in the of the Supplementary Environmental Education Guide:

CESA #3 Eugene Anderson, Peshtigo Laura Berken, Cconto Falls illard Collins, Crivitz John Cowling, Niagara Nicholas Dal Santo, Pembine Robert Dickinson, Oconto Ann Fuhrmann, Marinette Lillian Goddard, Coleman William Harper, Lena Robert Herz, St. James (L) Ester Kaatz, Wausaukee Michael Kersten, Suring Douglas Koch, Cath. Central Donald Marsh, Bonduel David Miskulin, Goodman Don Olsen, Shawano Elmer Schabo, Niagara Marion Wagner, Gillett Ruth Ward, Crivitz George Kreiling, Marinette Marg. McCambridge, White Lake Virginia Pomusl, White Lake Gailen Braun, Lena Kay DePuydt, Gillett Lousene Benter, Gillett

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Ednajean Purcell, OSU Devid West, Lawrence U. Robert Cook, UWGB Dennis Bryan, UWGB

1. Energy from the sin, the basic source Disciplin. is converted through N of all energy, plant photosynthesis into a form all Subject living things can use for life pro-Problem O: CESS≘S. SUGGE BEHAVIORAL OBJECTIVES Student-Centered The student Cognitive: act\_vity will write a paragraph giving one reason why none 1. Study the agricu after the Civil W of the agricultural inven-2. Assign to each m tions will not produce more products without the the class an impo use of energy from the sun. ricultural invent The student report on. Affective: 3. The student will will show an awareness agriculture metho of the importance of the ventions in the A sun in today's highly Revolution period industrialized urban following the Civ society by orally describing the importance of sun energy to plant & animal existance. Skills to be Learned Conduct an interview Cause & effect thinking Reporting skills Making comparisons

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Continued and Additional Suggested

Res and Reference Materials

Publications:

History of a Tree People by Henry

Brascon & Samuel McCutchen.

The acMillan Co., Ch. 13.

A New History of the United States,

Trenton, Holt, Rinehart & Winston.

pg. 299-301.

#### Audio-Visual:

Films:

Man Uses & Changes The Land,
BAVI/6289
#5283 Agriculture U.S.A.,
BAVI
Westward Movement: Settling

of the Great Plains, #6006

#### Commu\_\_\_v:

Agriculture teacher Local farm owner Implement dealer Grocery store owner

Continued and Additional Suggested Learning Experiences



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C 2. All living organisms interact among O themselves and their environment,

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Problem Orientatio

#### BEHAVIORAL OBJECTIVES

Cognitive: The student will seek to determine the effect that the industrialism of the era had had on the people living in various parts of the land through a comparison of the 1820-1850's and the last decade 1960-197(.

Affective: The student will understand that all living organisms interact among themselves by writing a paragraph on what would happen if the local factory shut down.

Skills to be Learned

To see if there are any results other than economic that come from industrialism

To see what effect industry has on the student's own community

To establish in the student's mind, the good & bad effects of industry

# SUGGESTED LEAR I. Student-Centered in class activity

A. Class work

 Research the problem of what areas of Amer industry was located why it was located the namely, the East coas the Middle West.

2. Investigate what eff immigration had on the growing populations a economic, political a social problems that created.

3. Study of the present Gnetto & racial probleto see what present problems industry is playing.

4. Discussion of the To "What is a standard of living & how does the one lives in affect of relation to the rest nation."

5. To establish how incomination helped productions break between the Not the South. Realize help horth, but helped to

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Discipline Area Social Studies

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American History

Problem Orientation <u>Industrialism</u> Grade <u>11</u>

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class II. Out activity Comm

- A. Class work
  - Research the problem of what areas of America, industry was located & why it was located there, namely, the East coast & the Middle West.
  - 2. Investigate what effect immigration had on the growing populations & the economic, political & social problems that it created.
  - 3. Study of the present Ghetto & racial problem to see what present problems industry is playing.
  - 4. Discussion of the Topic:
    "What is a standard of
    living & how does the area
    one lives in affect it in
    relation to the rest of the
    nation."
  - 5. To establish how industrialism helped produce a break between the North & the South. Realize how the tariff may have helped the North, but helped to (cont.)

- II. Outside Resource and Community Activities A. Outside Work
  - 1. Research on a comparison of the student's own home town with that of neighboring communities & an area like that of Appalachia.
  - 2. Visit a local factory.
  - 3. Have a plant manager talk to class on problems of industry. Have question & answer period.
  - 4. Have a labor leader talk to class on reasons & problems of unions. Have question & answer period.
  - 5. Have county welfare worker talk on the problems of the unemployed. Question & answer period.

### Resource and Reference Materials

Fublications:

Books:

Viewpoints USA, Feder ABC,

p. 140-150

Promise of America: Struggling for the Dream, Scott-Foresman,

p. 91-95

Labor in American Society, Scott-

Foresman, p. 32-40

A Sense of the Past, McMillan Co. Industrial America, p. 272-282

#### Audio-Visual:

Films:

Rise of Organized Labor, No. 5062, BAVI, \$3.75

Growth of Big Business in America, 1865-9000, BAVI,

Community:

Labor & social leaders

Continued and Additional Sugges

I. (cont.)

destroy the South. Investiga railroads on their economy &

done today.

tinued and Additional Suggested Learning Experiences (cont.)

destroy the South. Investigate the impact of railroads on their economy & what railroads have done today.

3. Environmental factors are limi on the numbers of organisms livin E within their influence, thus, eac environment has a carrying capaci BEHAVIORAL OBJECTIVES Cognitive: Using the Great I. St Plains as his example, the student will display a knowledge of carrying capacity by writing a 200 word essay on how carrying capacity was affected by different land uses during periods of American History. Affective: The student will snow that he can identify the importance of environmental carrying capacity by writing about what he thinks would happen if 200 cattle were replaced by 500 sheep on a 200 acre ranch.

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Α.

Map making skills Creative thinking-role playing situations Debating Research Listening to & taking notes or asking good questions of guest speakers.

Skills to be Learned

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Problem Orientation Land use

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SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class

activity

A. Classroom

- 1. Make a map of the Great Plains cattle empirestrails for drives, etc.
- 2. Role playing situations for this period--conflict situations:
  - a. Cowbcy vs farmer vs Indian
  - b. Cattle baron vs railroad tycoon
- 3. Study different uses of the Great Plains during different periods: Before 1850, 1850-1890, 1890-on.
- 4. Debate "Resolve: The cattleman of the Great Plains was only interested in economic gains and thus was a non-conservationist".

- II. Outside Rescurce and Community Activities
  - A. Outside c assroom
    - 1. Invite a farmer in the area that raises beef cattle to talk to class.
    - 2. Have school's agricultural teacher give a short talk on his opinion of the best agricultural uses possible for the Great Plains. He would discuss the straining effects of misuse of the carrying capacity.

g notes tions

Resource and Reference Materials

Continued and Additional Su

Publications:

History of a Free People,

Ch. 16, pp. 409-425.

Sense of the Past, Part 16,

The Opening of the Great

West, pp. 283-290. Information from Historical Societies of each plains state (or DNR of each plains state).

Audio-Visual:
Westward Movement: Settling the Great Plains, #6006, BAVI, \$6.00. Literary & musical selections on western theme to set mood. Materials received from DNR or Conservation Depts. of Great Plain States.

Community:

County historical society information on farming Local farmer or meat packing plant manager School agriculture teacher

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Continued and Additional Suggested Learning Experiences

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	DELIGITATION OF TRANSPORT
	BEHAVIORAL OBJECTIVES
	Cognitive: The students will
	be able to associate the
国	development & location of
C田	American cities with an
H	adequate supply of water by
I	locating on a map 20 of the
당	largest cities explaining how water played a major
Θ.	role in the location of any
Project	five.
쥐	Affective: The student will
	acknowledge the importance
	of an adequate water supply
쑀	by writing a theme on the
딩	topic, What would my
	community be like without
-70-0135-	a pure water supply?
59-	
7	Skills to be Learned
1	Mapping
F-4	Research
<u> </u>	Drawing conclusions
u)	Comparison

4. An adequate supply of pure N water is essential for life. P BEHAVIORAL OBJECTIVES The students will Cognitive: be able to associate the development & location of American cities with an adequate supply of water by locating on a map 20 of the largest cities explaining how water played a major role in the location of any five. Affective: The student will acknowledge the importance of an adequate water supply by writing a theme on the topic, What would my community be like without a pure water supply? S S Skills to be Learned Mapping Research Drawing conclusions Comparison

Discipline Area <u>Social</u>

Subject

<u>U.S. H</u>

Problem Orientation Pol

SUGGESTED LEARNING E

I. Student-Centered in class activity
A. Class activity

1. Find & locate on a map, 20 of the largest cities in America (1970 census).

2. Research the location of each city by dividing the class into groups of 2-4, each group taking several cities.

3. Have groups look for the influence that water may have had in the development of these cities.

4. Designate one group of 2-4 to find the largest cities they can that are not located on a significant water body.

5. Have each group present a brief report to the entire class summarizing their findings.

6. Conclude with a generalization on the importance water played on the greatest population center in the U.S.

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of pure · life. ÆS s will fr by the ng. any will nce pply he ut

Discipline Area Social Studies

Subject U.S. History - Growth of Cities

Water

Problem Orientation Pollution Grade 11

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Class activity

- 1. Find & locate on a map, 20 of the largest cities in America (1970 census).
- 2. Research the location of each city by dividing the class into groups of 2-4, each group taking several cities.
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- 5. Have each group present a brief report to the entire class summarizing their findings.
- 6. Conclude with a generalization on the importance water played on the greatest population centers in the U.S.

II. Outside Resource and Community Activities

- A. Outside activity
  - 1. Field trip to water department.
  - 2. Investigate & study local city & rind out the importance of water to its location.
  - 3. Survey the industry in local city & find out its dependence on water.

Resource and Reference Materials

Continued and Additional Sugg

Publications:

History of a Free People, Bragdon,
McCutchen, McMillan, pp. 397-407.
Atlas-Hammonds, Historical Reference
Encyclopedia

### Audio-Visual:

Filmstrip:

Freshwater Pollution & Marine

Pollution

Dirty Water-Simulation game \$10.00, Urgan Systems Inc. 1033 Mass Ave., Cambridge, Mass. 02138

Film:

Rivers and Our History, No. 4780, \$4.00, BAVI

Community:

Road maps - State & sectional from local gas stations Field trip to Water Dept.

Continued and Additional Suggested Learning Experiences



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C 5. An adequate supply of clean air
   0
   N essential because most organisms
   C
   E depend on oxygen, through respirati
   T to release the energy in their food
         BEHAVIORAL OBJECTIVES
   Cognitive: The student
   will be able to prove
   that air pollution is
   an historical as well
   as a contemporary prob-
[T]
   lem by comparing any
   industry's effect on clean
   air in 1880 with that of
   tcday in a 200-500 word
   essay.
   Affective:
                Students will
   show how they value clean
   air by listing & explaining
   3 ways in which sanitary
   land fill is better than
   an incinerator for gar-
bage disposal.
   Skills to be Learned
    Working in groups
Research in library
    Creative & debate skills
   (role-playing debate)
```

Conducting interviews

Conducting impartial

Writing essays

opinion polls

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C 5. An adequate supply of clean air is

Social St Discipline Area

Subject

U. S. His

Problem Orientation Air Pollu

Student-Centered in class activity

1. Divide classroom into groups. Have each group assigned to an industry in the Progressive Era & look for examples of air pollution during this period.

2. Have a role-playing debate with some students playing muckrakers & some as leading industrialists such as Carnegie, Ford, Rockefeller, etc. on "The Rights of industry to pollute our air."

3. Each student will write a contemporary "muckraker" article on some atmospheric pollution of his community.

4. Self-made simple experiments on testing air quality.

5. Pictures of corrosive effects of polluted air.

SUGGESTED LEARNING EXPERIE Outsi II. Commun 1. Vis

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Discipline Area

Social Studies

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Subject

U. S. History

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Problem Orientation Air Pollution Grade

11

#### SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

- 1. Divide classroom into groups. Have each group assigned to an indu ry in the Progressive Era & look for examples of air pollution during this period.
- 2. Have a role-playing debate with some students playing muckrakers & some as leading industrialists such as Carnegie, Ford, Rockefeller, etc. on "The Rights of industry to pollute our air."
- 3. Each student will write a contemporary "muckraker" article on some atmospheric pollution of his community.
- 4. Self-made simple experiments on testing air quality.
- 5. Pictures of corrosive effects of polluted air.

II. Outside Resource and Community Activities

- 1. Visit local incinerator if there is one (or dump that burns garbage) or get official in charge to visit class to see if other alternatives are possible.
- 2. Interview local industrial leaders to get their views on air pollution problems and the costs involved. See what they are or are not doing. Report back to class or get one or more of these men to give their views to the class as a guest speaker.
- 3. Conduct a public opinion poll in local community. See if people realize air pollution is a problem in their community; nearby large cities; Milwaukee, etc.

#### Continued and Additional S

Resource and Reference Materials

Publications:

History of a Free People, Ch. 15.

pp. 387-408, MacMillan Co.

Writings of Muckmakers: Alpton

Sinclair, Ida Farbell, etc. Lincoln

Steffens, Jacob Riis.

Sense of the Past, Ch. 15,

pp. 272-282, Ch. 17, pp. 304-325.

#### Audio-Visual:

Filmstr ps:

Ward's Educational Filmstrips, #2, Atmospheric Pollution, I-C-E RAC

Record Pollution by Tom Leher, Crown Records.

Films:

0102 Andrew Carnegie 6986 Growth of Big Business in America

#### Community:

Local official in charge of dump or incinerator
Local businesses, industries, etc. as examples of air pollution or combaters of air pollution.

Ch. 15. oton c. Lincoln 304--325. rips, her, SS es, ollut**io**n tion.

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Continued and Additional Suggested Learning Experiences

	C 6. Natural resources are r	not equally
	N distributed over the earth	or over Disc
	C E time and greatly affect the P	ne geographic Subj
	T conditions and quality of	life. Prob
	BEHAVIORAL OBJECTIVES	
	Cognitive: Students will	I. Student-Cent
	make and use topographical	activity
	maps and relief maps to	1. Study trail
	show the difficulties en-	settlers on V
넌	countered in the westward	a. Importance
Ö	movement. Affective: The student	water to the
H	will demonstrate an appre-	illustrated
4	ciation of the Westward	illustrated an imaginary trip west.
ject.	Movement by writing a para-	trip west.
0	1	b. Illustrate
Pro:	difficulty of finding food	pictures of
1	and loaging as it could have	
-	happened as the settlers	west.
5-1	traveled on the trails west	
m	l .	life of a se
0	Skills to be Learned	west.
Ö	Mapping Story telling	2. Study and trails:
59-70-01	Drawing ability	a. Oregon
5	Creating a role	b. Texas
i	Drawing conclusions	c. Santa Fe
<b> -</b>		d. Californi
111		Write a para
	<b>I</b>	bing why eac
†-		where it did
† • □		3. Make a mod
	ş	wagon.
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V.		
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C 5. Natural resources are not equally

N distributed over the earth or over

Discipline Area

Social Studies

E time and greatly affect the geographic

Subject

American Histor

Natural

Problem Orientation Resources

T conditions and quality of life.

BEHAVIORAL OBJECTIVES

Cognitive: Students will make and use topographical maps and relief maps to show the difficulties encountered in the westward

movement.

Affective: The student will demonstrate an appreciation of the Westward Movement by writing a paragraph illustrating the difficulty of finding food and lodging as it could have happened as the settlers traveled on the trails west.

## Skills to be Learned

Mapping
Story telling
Drawing ability
Creating a role
Drawing conclusions
Creating a situation

I. Student-Centered in class activity

- 1. Study trails used by settlers on Westward Move-ment.
  - a. Importance of grass & water to the settlers illustrated by a story of an imaginary family & its trip west.
  - b. Illustrate by drawing pictures of obstacles that hampered settlers moving west.
  - c. Role-play a day in the life of a settler moving west.
  - 2. Study and map the following trails:
    - a. Oregon
    - b. Texas
    - c. Santa Fe
    - d. California
      Write a paragraph describing why each route went
      where it did.
  - 3. Make a model of a Conestoga wagon.

SUGGESTED LEARNING EXPERIENCES ered in class | II. Outside Re

Community Act of a wooded are

late the di in travel. 2. Recall di

Recall di camping tri survival i

3. Choose for survival in would need during a 5 the woods.

4. Assemble pare 10 it most least

5. Discuss findings portable c

6. Contrast spaces wit megalopoli e not equally

Social Studies Discipline Area \_ rth or over American History Subject the geographic Natural Problem Orientation Resources of life. SUGGESTED LEARNING EXPERIENCES I. Student-Centered in class II. 1 activity 1. Study trails used by settlers on Westward Movement. a. Importance of grass & water to the settlers illustrated by a story of an imaginary family & its trip west. b. Illustrate by drawing pictures of obstacles that )d hampered settlers moving nave west. est. c. Role-play a day in the life of a settler moving 2. Study and map the following trails: a. Oregon b. Texas c. Santa Fe d. California Write a paragraph describing why each route went where it did. 3. Make a model of a Conestoga

wagon.

Outside Resource and Community Activities

1. Set up a trail in local wooded area that could similate the difficulty involved in travel.

Grade

11

2. Recall difficulties of camping trip, hiking, and survival in woods.

3. Choose from a list of 10 survival items - those you would need to stay alive during a 5-day walk' out of the woods.

4. Assemble in groups & compare 10 items to decide on most least valued.

5. Discuss each group's findings, teamwork, & supportable conclusions.

6. Contrast the wide open spaces with the present megalopolis.

Resource and Reference Materials

Continued and Additional Suggested .

Publications:

Rise of the American Nation, Ch. 16

Harcourt

1865 - Present - Lordlow pg. 37-57.

The Environmental Handbook,

#### Audio-Visual:

Ballantine.

Films:

Westward Movement #2405 - BAVI
Westward Movement: Settling of
the Great Plains #6006 - BAVI
Westward Movement: Settlers of
the Northwest Territory #5511
BAVI

Community: Als is the west fire

contact local person who owns a wooded area track of land a local person who has traveled extensively in the West.

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Continued and Additional Suggested Learning Experiences

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C 7. Factors such as facilitating transportation,

N economic conditions, population growth, Discipline Area Social S

E and increased leisure time have a great Subject

Problem Orientation Land

American

T influence on changes in land use and centers of population density.

Tropicii or monogoron \_\_\_\_\_\_

BEHAVIORAL OBJECTIVES

Cognitive: The student will report, orally or written,

how between 1900 & 1920, the U.S. passed from a predominantly

agriculture economy to a predominantly industrial

economy.

Affective: The student will make a case study of his local area noting changes in land use and centers of population density.

#### Skills to be Learned

Oral reporting
Written reporting
Interviewing
Listening
Research
Drawing
Acting

# JUGGESTED LEARNING E. I. Student-Centered in class activity

A. Classroom activities

- 1. Conduct a panel dis cussion on the following:
  - a. Inventories as a need
  - b. Leisure time & inventions
  - c. The automobile & its effects on population mobility & the pollutio problem

2. Write a report (may be given orally)

- a. Advantages & disadvantages of the pioneer farm as compared with the farm of the early 1900's.
- b. The effect of new inventions on population distribution & new methods of farming.

3. Write a theme on the to

- a. "Living on a midwest f in the 1870's & the 197
- 4. Role playing
  - a. The use of leisure timin 1870 in the city
  - b. The use of leisure time in 1970 in the city.

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ation growth, Discapline Area Social Studies

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American History

nd use and

Problem Orientation Land Use

Grade

11

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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class II. 0

activity

A. Classroom activities

- 1. Conduct a panel discussion on the following:
  - a. Inventories as a need
  - b. Leisure time & inventions
  - c. The automobile & its effects on population mobility & the pollution problem
- 2. Write a report (may be given orally)
  - a. Advantages & disadvantages of the picneer farm as compared with the farm of the early 1900's.
  - b. The effect of new inventions on population distribution & new methods of farming
- 3. Write a theme or topic:
  - a. "Living on a madwest farm in the 1870's & the 1970's.
- 4. Role playing
  - a. The use of leisure time in 1870 in the city
  - b. The use of leisure time in 1870 in the city.

(cont.)

- II. Outside Resource and Community Activities
  - A. Outside classroom
    - 1. Divide the local community into sections. Students will visit assigned sections & take pictures to make a case study of the concept.
    - 2. Chart the urban population & rural population of area.
    - 3. Survey the area on the topic, "Wants & desires of man are governed by economy."
    - 4. Public opinion poll:
      "On the importance of
      the farmer", "Use of
      leisure time".
    - farmer, plant manager recreational director park director and inventor.

